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MANAGEMENT

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CONTENTS

CHAP : 01	Management: Nature, Scope and Five Functions	5
CHAP : 02	Role of a Manager in an Organization	29
CHAP : 03	Leadership: Tasks and Styles	54
CHAP : 04	Leadership Theories	80
CHAP : 05	Effective Leader vs Successful Leader	103
CHAP : 06	Human Resource Development: Concept and Goals	130
CHAP : 07	Performance Appraisal, Potential Appraisal, Feedback, and Counseling	156
CHAP : 08	Career Planning, Training and Development	181
CHAP : 09	Rewards and Employee Welfare	206
CHAP : 10	Motivation Theories and Managerial Application	233
CHAP : 11	Morale: Concept and Determining Factors	259
CHAP : 12	Role of Incentives in Building Morale	286
CHAP : 13	Communication: Process, Channels and Barriers	311
CHAP : 14	Communication Types	335
CHAP : 15	Role of Information Technology (IT) in Communication	359

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CHAP : 16 Classroom Observation and School Supervision 385

CHAP : 17 Ethics in School Management 410

CHAP : 18 Emotional Intelligence 439

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CHAPTER 01

Management: Nature, Scope and Five Functions

1. Which of the following best defines "Management" in the context of an educational institution?
(A) The physical maintenance of school facilities, infrastructure, and routine administrative accounting procedures
(B) The process of designing and maintaining an environment to accomplish institutional aims efficiently
(C) The exclusive enforcement of statutory disciplinary rules and service regulations among teaching staff
(D) The formulation and official enactment of broad educational policies by state legislative bodies

2. When analyzing management as an art, which of the following characteristics is most heavily emphasized by a school Principal handling daily administrative challenges?
(A) Practical application of knowledge using personal administrative skills
(B) Reliance on universally applicable mathematical formulas and quantitative procedures
(C) Rigid application of statutory regulatory provisions without situational adjustments
(D) Exclusive reliance on abstract theoretical constructs independent of human behaviour

3. Consider the following statements regarding the nature of management:
I. Management is a continuous and pervasive process.
II. Management is primarily an isolated activity restricted to the top administrative tier.
III. Management is an intangible force that cannot be seen but its presence is felt.
IV. Educational management deals exclusively with material resources, not human resources.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I and III only
(C) II and IV only
(D) III and IV only

4. Management is increasingly considered a profession. Which of the following is NOT a universally accepted criterion for classifying management as a full-fledged profession like medicine or law?
(A) Existence of a systematically organized, well-defined body of theoretical and practical knowledge
(B) Formal and structured methods of acquiring professional administrative training and executive experience
(C) Formation of professional representative associations that regulate the professional conduct of members
(D) Statutory requirement of a specialized license or specific degree to practice as a manager

5. The scope of educational management comprehensively covers all activities of an institution. Which of the following is generally considered outside the primary scope of institutional management by a school Principal?
(A) Management of human resources including teaching and non-teaching administrative staff
(B) Management of material resources such as laboratories, sports facilities, and libraries
(C) Construction of national-level educational policies and overarching legislative acts
(D) Maintenance of official school records, student registers, and statutory documents

6. According to classical organizational theory, which of the following accurately describes the distinction between Administration and Management?
(A) Management is primarily concerned with high-level policy formulation, while Administration deals with routine task execution.

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(B) Administration is concerned with policy-making, while Management is concerned with policy execution.
(C) Administration applies strictly to private corporate enterprises, whereas Management applies exclusively to public sector agencies.
(D) Administration is a specialized operational subset of Management that deals exclusively with routine financial accounting.

7. At which level of management in an educational hierarchy would the Head of School (Principal) primarily operate when ensuring the implementation of curriculum frameworks and daily school functioning?
(A) Top-level management
(B) Strategic-level management
(C) Supervisory or operational-level management
(D) Middle-level management

8. The concept of the "Universality of Management Principles" suggests that:
(A) Foundational management principles apply across business, government, and educational institutions.
(B) Management principles are absolute, universal laws that guarantee administrative success in every organizational context.
(C) Educational management requires an entirely distinct and independent set of principles compared to industrial management systems.
(D) Management principles are culturally static paradigms that must be applied identically regardless of organizational maturity.

9. How many principles of management were formulated by Henri Fayol?
(A) 10
(B) 12
(C) 14
(D) 16

10. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Educational administration and educational management are often used interchangeably, yet fundamentally, administration relates to laying down broad objectives while management involves getting things done to achieve those objectives.
Reason (R): Top-level executives spend more time on administrative functions, whereas lower-level executives spend more time on managerial functions.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which principle of Henri Fayol suggests that employees should receive orders from one superior only, to avoid confusion and conflict?
(A) Unity of Direction
(B) Scalar Chain
(C) Order
(D) Unity of Command

12. A school Principal constructs a timetable where teachers are assigned classes based strictly on their specialized subjects and pedagogical strengths. Which of Fayol's principles is primarily being applied?
(A) Discipline
(B) Division of Work
(C) Remuneration of Personnel
(D) Equity

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13. According to Fayol, the principle of "Parity of Authority and Responsibility" implies that:
(A) A manager must have absolute authority over subordinates without any accountability.
(B) Responsibility can be delegated, but authority cannot be delegated.
(C) Authority and responsibility must go hand-in-hand; one cannot exist without the other.
(D) Subordinates must assume full responsibility even if adequate authority is not provided to them.

14. Which of the following is the most appropriate distinction between 'Unity of Command' and 'Unity of Direction'?
(A) Unity of Command focuses on minimizing operational costs, while Unity of Direction focuses on systematically increasing employee morale.
(B) Unity of Command applies exclusively to top management executives, while Unity of Direction applies to operational line staff.
(C) Unity of Command strictly requires a scalar chain, whereas Unity of Direction completely prohibits any hierarchical structure.
(D) Unity of Command relates to individual personnel, while Unity of Direction relates to whole departments.

15. Consider the following statements regarding Henri Fayol's Scalar Chain principle:
I. The scalar chain is the formal line of authority from highest to lowest ranks.
II. Communication must invariably follow the scalar chain without any exceptions to maintain discipline.
III. 'Gang Plank' is a mechanism to bypass the scalar chain for direct communication in case of an emergency.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) III only

16. In the context of the core functions of management, which function bridges the gap between where an organization is and where it wants to go?
(A) Organizing
(B) Planning
(C) Directing
(D) Controlling

17. A School Development Plan (SDP) designed for institutional growth is primarily an example of which type of planning?
(A) Tactical administrative planning
(B) Institutional planning
(C) Contingency operational planning
(D) Single-use departmental planning

18. Planning based on identifying long-term goals and determining the best approach for achieving those goals in a dynamically changing environment is known as:
(A) Strategic Planning
(B) Operational Planning
(C) Routine Planning
(D) Standing Planning

19. Consider the following steps involved in the formal planning process:
I. Evaluating alternative courses
II. Establishing objectives
III. Selecting the best course of action
IV. Developing premises
Which of the following represents the correct logical sequence of these steps?
(A) II, IV, I, III
(B) IV, II, I, III
(C) II, I, IV, III
(D) IV, I, II, III

20. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Planning is considered the primary function of management.
Reason (R): All other managerial functions, such as organizing, staffing, directing, and controlling, are performed within the framework of the plans drawn up.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

21. Which type of planning has the shortest time horizon and focuses on the day-to-day execution of activities in a school, such as substitute teacher arrangements?
(A) Strategic long-term planning
(B) Tactical departmental planning
(C) Operational planning
(D) Corporate executive planning

22. Which managerial function focuses on grouping activities, establishing authority relationships, and assigning duties to create a structural framework?
(A) Directing
(B) Organizing
(C) Controlling
(D) Staffing

23. An organizational structure in which there is a direct, unbroken line of authority running from the top executive down to the lowest level employee is known as:
(A) Functional organization
(B) Matrix organization
(C) Project organization
(D) Line organization

24. The principle of 'Span of Control' refers to:
(A) The number of subordinates a supervisor can effectively manage.
(B) The number of departments an organization can financially sustain.
(C) The geographic area over which a Principal has jurisdiction.
(D) The duration of time a manager spends on controlling activities.

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25. Consider the following statements regarding Centralization and Decentralization:
I. Centralization is the systematic retention of authority at top management levels.
II. Decentralization refers to the systematic delegation of authority across all levels of management.
III. Absolute centralization is practically viable in large educational institutions.
IV. Decentralization reduces the workload of top executives and facilitates quicker decision-making.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

26. A narrow span of control generally results in which type of organizational structure?
(A) Tall structure with many levels of management
(B) Flat structure with fewer levels of management
(C) Matrix structure with dual reporting lines
(D) Network structure with outsourced functions

27. The concept of identifying workforce requirements, inventorying available personnel, and recruiting, selecting, placing, and promoting employees falls under:
(A) Organizing
(B) Directing
(C) Planning
(D) Staffing

28. Which of the following accurately describes the nature of the recruitment and selection phases within the staffing process?
(A) Both recruitment and selection are classified as positive administrative processes.
(B) Recruitment is a positive process while selection is a negative process.
(C) Both recruitment and selection are classified as negative administrative processes.
(D) Recruitment is a negative process while selection is a positive process.

29. The process of familiarizing a newly appointed teacher with the school environment, its policies, and colleagues is known as:
(A) Placement
(B) Appraisal
(C) Induction
(D) Delegation

30. A newly appointed Principal takes charge of a school that has historically suffered from uncoordinated activities, where multiple Vice-Principals frequently issue contradictory orders to the same group of teachers, leading to chaos and low morale. Which specific management principle must the Principal immediately enforce to resolve this structural chaos?
(A) Initiative
(B) Esprit de corps
(C) Remuneration of Personnel
(D) Unity of Command

31. Which of the following are the primary components of the 'Directing' function of management?
(A) Supervision, Motivation, Leadership, Communication
(B) Recruitment, Selection, Training, Placement, and Staff Orientation
(C) Budgeting, Auditing, Financial Reporting, and Program Evaluation
(D) Strategic Planning, Organizing, Staffing, and Performance Controlling

32. In educational management, academic supervision is historically contrasted with traditional inspection. Which of the following is a characteristic of modern academic supervision rather than traditional inspection?
(A) It is primarily a fault-finding, authoritative, and punitive administrative exercise.
(B) It is collaborative, continuous, and aimed at professional growth.
(C) It focuses on enforcing authoritarian control, rigid compliance, and strict obedience.
(D) It is an episodic inspection event meant strictly to draft confidential disciplinary reports.

33. The theory that states human needs are arranged in a hierarchical order, from basic physiological needs to self-actualization, was proposed by:
(A) Douglas McGregor
(B) Abraham Maslow
(C) Frederick Herzberg
(D) Victor Vroom

34. According to McGregor's Theory X and Theory Y, a Principal who assumes that teachers are inherently motivated, seek responsibility, and can exercise self-direction is applying:

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(A) Theory Y
(B) Theory X
(C) Theory Z
(D) Contingency Theory

35. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Directing is referred to as the heart of the management process.
Reason (R): While planning, organizing, and staffing create the necessary preparations, it is directing that actually initiates action within the organization.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which leadership style is most appropriate when a Principal wants to foster high team morale, encourage innovative pedagogical practices among teachers, and utilize their collective expertise in decision-making?
(A) Strictly Autocratic Administrative Leadership
(B) Laissez-faire Free-rein Leadership Style
(C) Transactional Task-oriented Leadership
(D) Democratic Leadership

37. The 'Controlling' function of management fundamentally involves:
(A) Restricting the creative freedom and instructional autonomy of the teaching staff entirely.
(B) Centralizing all financial, administrative, and policy authority in the Head of School.
(C) Comparing performance with set standards and taking corrective action.
(D) Issuing direct executive commands and monitoring daily staff attendance logs only.

38. Which of the following is the FIRST step in the controlling process?
(A) Measurement of actual performance
(B) Establishment of standards
(C) Taking corrective action
(D) Comparing actual performance with standards

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39. Controlling is often described as a backward-looking and forward-looking function. Why is controlling forward-looking?
(A) Because it systematically audits past financial expenditures and operational records of the institution.
(B) Because it solely relies on historical administrative records to impose statutory sanctions on employees.
(C) Because it permanently concludes the current management cycle without generating administrative feedback.
(D) Because it uses past performance data to improve future planning and prevent deviations.

40. Consider the following statements regarding the 'Functional Organization' structure:
I. It divides the organization into specialized departments like academics, sports, and administration.
II. It was heavily promoted by Frederick Taylor under the concept of functional foremanship.
III. It violates the principle of Unity of Command, as subordinates may receive instructions from multiple functional specialists.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

41. The principle of "Management by Exception" in controlling implies that:
(A) Managers must rigorously inspect and control every minor daily activity across all departments in the organization.
(B) Special exceptions to administrative rules should be routinely granted to highly performing senior employees.
(C) Only significant deviations from standards are brought to top management attention.
(D) Strategic planning is fundamentally and exceptionally more important than operational controlling activities.

42. Key Result Areas (KRAs) or Critical Point Control is an important technique in controlling because:
(A) It is impossible and uneconomical to check every activity in an organization.
(B) It systematically expands the span of control across all administrative departments to an infinite number.

(C) It completely replaces the necessity for maintaining any formal organizational structure or hierarchy.
(D) It focuses administrative scrutiny exclusively on the lowest performing employees within the institution.

43. Which of the following control techniques heavily utilizes feedback mechanisms to self-correct deviations continuously during an operation?
(A) Budgetary Control
(B) Break-even Analysis
(C) PERT/CPM
(D) Cybernetic Control

44. Planning and Controlling are often described as:
(A) Mutually exclusive functions of management
(B) Siamese twins of management
(C) Substitutable functions where one can replace the other
(D) Functions that apply only to middle management

45. A Principal of a large secondary school decides to establish a School Management Committee where parents, teachers, and local community members collectively participate in framing the school development plan and monitoring grants. In the context of organizational concepts, this approach is a prime example of:
(A) Complete administrative centralization of institutional authority
(B) Rigid enforcement of hierarchical scalar chain procedures
(C) Decentralization and participative management
(D) Strict autocratic and directive administrative leadership

46. Management by Objectives (MBO) is a management framework heavily emphasizing:
(A) Unilateral operational goal setting strictly enforced by top management without any subordinate input
(B) Managing administrative processes solely by analyzing quarterly financial profit and loss statement variances
(C) Replacing established hierarchical organizational structures with complete laissez-faire staff self-governance
(D) Joint goal setting by managers and subordinates to evaluate performance.

47. Who among the following management thinkers first popularized the concept of Management by Objectives (MBO) in his 1954 book "The Practice of Management"?
(A) Peter Drucker
(B) Henri Fayol
(C) F.W. Taylor
(D) Elton Mayo

48. Consider the following typical steps of Management by Objectives (MBO):
I. Periodic review and performance appraisal
II. Setting organizational objectives
III. Joint setting of subordinate objectives
IV. Action planning
Which of the following represents the correct logical sequence of these steps?
(A) II, III, IV, I
(B) III, II, I, IV
(C) II, IV, III, I
(D) IV, II, III, I

49. A major limitation of implementing Management by Objectives (MBO) in an educational institution is that:
(A) It provides excessive and unnecessary operational clarity regarding routine individual staff roles and duties.
(B) Educational outcomes are qualitative and difficult to measure quantitatively.
(C) It inherently prevents supervisors from conducting continuous academic appraisals of classroom teachers.
(D) It strictly enforces a rigid, centralized autocratic approach to institutional school administration.

50. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Delegation of authority does not mean abdication of responsibility.
Reason (R): A manager who delegates authority to a subordinate remains accountable to their own superior for the outcome of the delegated task.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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51. Which principle of organizing states that complex tasks should be broken down into simpler, manageable units assigned to individuals based on their skills?
(A) Principle of Administrative Flexibility
(B) Principle of Structural Continuity
(C) Principle of Division of Work
(D) Principle of Executive Exception

52. V.A. Graicunas formulated a mathematical model to explain which of the following management concepts?
(A) Motivational Need Hierarchy Framework
(B) Budgetary variance and financial control analysis
(C) Degree of institutional centralization index
(D) Span of Control and supervisory relationships

53. Under the staffing function, which sequence represents the correct order of activities?
(A) Selection → Recruitment → Placement → Induction
(B) Recruitment → Selection → Induction → Placement
(C) Recruitment → Selection → Placement → Induction
(D) Selection → Placement → Recruitment → Induction

54. Which of the following best differentiates between 'Authority' and 'Power' in educational management?
(A) Authority is purely an informal personal concept, while Power is an officially documented formal administrative construct.
(B) Authority is formal right to command; Power is capacity to influence.
(C) Authority exclusively flows upward in hierarchies, while Power operates strictly in a downward directional flow.
(D) There is no conceptual or operational difference between them; they are treated as completely identical terms in Fayol's principles.

55. Consider the following statements regarding effective supervision in schools:
I. Effective supervision should be clinical and focus on improving instructional practices.
II. Supervision is purely an administrative task and involves no academic mentoring.
III. Preventive supervision aims to anticipate and resolve difficulties before they arise.
IV. Corrective supervision focuses on identifying faults and punishing teachers.
Which of the above statement(s) is/are correct?
(A) I and III only
(B) I, II, and III only
(C) I, III, and IV only
(D) II and IV only

56. Match List I with List II to choose the correct option:
List I: (Management Function)
P. Planning
Q. Organizing
R. Directing
S. Controlling
List II: (Primary Focus)
1. Setting goals and deciding future courses
2. Establishing structure and allocating resources
3. Initiating action and leadership
4. Monitoring progress and correcting deviations
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-3, S-4
(C) P-1, Q-3, R-2, S-4
(D) P-3, Q-2, R-1, S-4

57. In the context of directing, Herzberg's Two-Factor Theory classifies factors into Motivators and Hygiene factors. Which of the following is considered a 'Motivator' rather than a 'Hygiene factor' for a school teacher?
(A) Generous basic salary and statutory allowances
(B) Interpersonal relations with the school Principal
(C) Recognition for innovative teaching
(D) Comfortable physical working conditions in staff rooms

58. The concept that leadership effectiveness depends on the interaction between the leader's style and the favorableness of the situation is the core of:
(A) Situational Leadership Theory
(B) Classic Trait Theory of Executive Leadership
(C) Behavioral Leadership Theory Model
(D) Great Man Leadership Theory Concept

59. A Principal implements a 'Matrix Organization' structure for a school's upcoming annual science exhibition. Which of the following is the defining characteristic of this structure?
(A) Strict and unyielding adherence to the traditional classical principle of unity of

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command across all departments
(B) Total elimination of middle-level administrative management in favor of completely flat operational workflows
(C) Outsourcing all core academic, administrative, and logistical tasks exclusively to external commercial agencies
(D) Employees report to both a functional manager and a project manager.

60. To align with experiential learning goals, a Principal inspires the staff by communicating a compelling new vision, encouraging intellectual stimulation, and providing individualized consideration to teachers struggling with the transition. Which leadership style is the Principal demonstrating?
(A) Transactional Leadership Style
(B) Transformational Leadership
(C) Laissez-faire Leadership Style
(D) Autocratic Leadership Approach

61. Budgetary control is a traditional technique used under which function of management?
(A) Strategic Planning
(B) Organizing Resources
(C) Controlling
(D) Directing Operations

62. Which step in the control process is immediately triggered when the measurement of actual performance reveals a significant deviation from the set standards?
(A) Re-defining the organizational mission
(B) Firing the employees responsible
(C) Abandoning the project
(D) Finding out the causes of deviation

63. Concurrent control, which monitors ongoing operations to ensure they are moving toward objectives, is also known as:
(A) Steering control
(B) Feedforward control
(C) Feedback control
(D) Historical control

64. If a Principal analyzes the results of a mid-term examination and accordingly modifies the instructional strategies for the next term, which type of control is being exercised?
(A) Feedforward control
(B) Feedback control
(C) Concurrent control
(D) Bureaucratic control

65. A school's annual budget allocated funds for library books. However, a mid-year review by the Principal shows most of the funds have already been spent due to an unexpected price hike, threatening a deficit. The Principal halts further non-essential book purchases and reallocates contingency funds. This situation primarily illustrates the application of which management function?
(A) Staffing Management
(B) Controlling
(C) Directing Staff
(D) Resource Organizing

66. The "Esprit de Corps" principle formulated by Fayol emphasizes:
(A) Harmony and team spirit among personnel
(B) Fair and equitable financial remuneration for all operational workers
(C) Strict compliance with the scalar chain of organizational communication
(D) Ensuring job security and stability of tenure for all academic personnel

67. Which of the following best describes 'Delegation' as opposed to 'Decentralization'?
(A) Delegation represents a permanent transfer of authority at the macro organizational level, whereas decentralization is merely a temporary administrative process.
(B) Delegation fundamentally means giving up absolute supervisory accountability, while decentralization retains central accountability at top levels.
(C) Delegation is between superior and subordinate; decentralization is systematic dispersal throughout the organization.
(D) Delegation is strictly applicable only in private enterprise sectors, whereas decentralization applies exclusively to government public school systems.

68. The Deming Cycle, frequently used as a quality control mechanism in institutional management, consists of four stages known as:
(A) Prepare, Delegate, Control, Assess (PDCA)
(B) Plan, Direct, Coordinate, Audit (PDCA)
(C) Predict, Do, Compare, Analyze (PDCA)
(D) Plan, Do, Check, Act (PDCA)

69. A school Principal notices that administrative tasks are taking up too much time, neglecting academic supervision. To remedy this, tasks are categorized, and routines like maintaining

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the contingent register are assigned to the clerical staff with adequate authority. This is an application of:
(A) Centralization
(B) Unity of Direction
(C) Delegation
(D) Scalar Chain

70. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Establishing standards is an essential prerequisite for the controlling process.
Reason (R): Without predetermined standards, a manager has no benchmark against which to measure and evaluate actual performance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. In educational management, which of the following is a non-financial technique of motivation for teachers?
(A) Direct performance-based monetary bonuses and annual cash incentives awarded to top teaching faculty
(B) Regular statutory increments in basic pay and allowance structures prescribed by education boards
(C) Dearness Allowance adjustments and quarterly cost-of-living financial compensation increases
(D) Providing opportunities for career advancement and professional development

72. According to Fayol's principles, if there is a conflict between the personal interests of a teacher and the general interests of the school, the management must ensure:
(A) Subordination of individual interest to general interest
(B) Subordination of organizational interest to individual personal interest of employees
(C) Equal compromise by completely abandoning the designated institutional task
(D) Immediate termination of the teacher's service contract without formal inquiry

73. Which of the following is NOT a recognized component of a formal organizational structure?
(A) Defined hierarchy of authority
(B) Clearly allocated duties and responsibilities
(C) Informal social networks and grapevines
(D) Set rules, procedures, and policies

74. Which of the following planning premises refers to factors that are internal to an educational institution and largely controllable by the Principal?
(A) Availability and competency of current teaching staff
(B) Comprehensive national changes in curriculum frameworks and assessment rules
(C) State government budgetary allocations and financial grant distribution schemes
(D) Demographic population shifts and socioeconomic changes in the school's catchment area

75. Consider the following statements regarding the interrelationship between management functions:
I. Controlling without Planning is blind, as there are no objectives to evaluate against.
II. Planning without Controlling is meaningless, as there is no mechanism to ensure execution.
III. Directing functions entirely independently of Organizing and Staffing.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

76. In organizational theory, what is 'Line and Staff' organization?
(A) An administrative organization where absolute decision-making authority rests exclusively in staff members.
(B) Combines direct line authority with supportive staff roles.
(C) An organizational structure that exists and operates exclusively within specialized military command setups.
(D) An uncoordinated organization with no formal authority structure, relying entirely on informal staff consensus.

77. Which function of management ensures that the right people with the right qualifications are available at the right places and times to achieve the school's goals?
(A) Organizing
(B) Planning
(C) Staffing
(D) Directing

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78. Which of the following statements about 'Accountability' in the context of management is true?
(A) Accountability can be entirely delegated down to operational subordinates without retaining liability.
(B) Accountability flows exclusively downward through every level of the organizational hierarchy.
(C) Accountability strictly requires the implementation of a complex matrix organizational structure.
(D) Accountability is the obligation to answer for assigned results.

79. The acronym POSDCORB outlines the core functions of management. What does the element 'CO' stand for?
(A) Coordinating
(B) Controlling
(C) Communicating
(D) Command

80. Consider the following statements regarding the application of management functions in school administration:
I. Preparing the annual school budget is an application of planning and controlling.
II. Designing the timetable is purely a staffing function with no relation to organizing.
III. Conducting classroom observations to mentor teachers falls under directing (supervision).
IV. Maintaining statutory records is a mechanism of administrative control.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

81. A critical principle of planning is the 'Principle of Commitment'. This implies that:
(A) Employees and staff members must remain deeply emotionally committed to the individual school manager.
(B) Plans should cover a period long enough to fulfill current commitments.
(C) Management must strictly commit to never altering or adjusting the strategic plan once it is officially formulated.
(D) Financial grant resources must be completely exhausted within the current financial budget year.

82. Which of the following leadership theories suggests that a leader must adjust their style (telling, selling, participating, delegating) based on the maturity and readiness level of the followers?
(A) Situational Leadership Theory
(B) Classic Trait Theory of Executive Leadership
(C) Transactional Leadership Behavioral Model
(D) House's Path-Goal Leadership Framework

83. Setting up a language laboratory to improve language proficiency involves determining equipment needs, deciding the spatial layout, and assigning a specific teacher-in-charge. This sequence primarily illustrates which function?
(A) Controlling
(B) Staffing
(C) Organizing
(D) Directing

84. Feedback in the controlling process is crucial because it:
(A) Identifies past operational mistakes exclusively for imposing immediate punitive administrative actions on staff.
(B) Ensures that top executive management can completely bypass the established scalar chain of command.
(C) Completely eliminates the necessity for conducting planning activities in the subsequent management cycle.
(D) Provides information on variations to facilitate future corrective actions.

85. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Fayol's principle of 'Stability of Tenure of Personnel' is highly applicable in educational institutions.
Reason (R): High turnover of teaching staff disrupts the continuity of the teaching-learning process and lowers institutional efficiency.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Which management function is primarily concerned with guiding, inspiring, and instructing subordinates to achieve organizational goals?
(A) Controlling

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(B) Directing
(C) Organizing
(D) Planning

87. Under the Management by Objectives (MBO) approach, performance appraisal is primarily based on:
(A) Subjective assessment of the inherent personality traits and demeanor of the employee.
(B) Subjective personal impressions and informal opinions of the immediate administrative supervisor.
(C) The employee's strict adherence and punctual compliance with designated working hours.
(D) Extent to which mutually agreed-upon goals are achieved.

88. Effective communication is a key element of directing. If a Principal sends a policy document to the Vice-Principal, but the Vice-Principal misinterprets the pedagogical terms used, the barrier to communication is primarily:
(A) Semantic
(B) Physical
(C) Psychological
(D) Organizational

89. Fayol defined 'Order' as one of the 14 principles of management. What did he mean by this principle?
(A) Issuing direct, unyielding, and harsh administrative commands to subordinate workers
(B) Maintaining rigid social administrative hierarchy based strictly on societal class or status
(C) A place for everything/everyone and everything/everyone in its place.
(D) The precise chronological and sequential arrangement of administrative planning steps

90. To manage a school's Annual Sports Day, the Principal appoints one central coordinator, under whom different committees (Refreshment, Discipline, Prizes) are created. Each committee head is given specific duties, a budget, and the power to assign tasks to committee members. This situation is the best practical demonstration of which management function?
(A) Organizing (B) Controlling
(C) Planning (D) Staffing

91. A Principal using SWOT Analysis to determine the school's future direction is engaged in:
(A) Operational Planning
(B) Corrective Controlling
(C) Decentralization
(D) Strategic Planning

92. Which of the following is NOT a feature of 'Controlling' as a management function?
(A) It is an ongoing, continuous administrative control process.
(B) It is performed only by lower supervisors.
(C) It is intrinsically and closely linked to strategic planning.
(D) It involves systematically comparing actual performance against set standards.

93. A senior teacher refuses to perform duties assigned during examinations, arguing that the Vice-Principal has no right to assign administrative duties to senior faculty. The Principal steps in, clarifies the job description, and enforces compliance citing institutional rules. Which of Fayol's principles is being upheld by the Principal?
(A) Equity
(B) Subordination of individual interest to general interest
(C) Authority and Responsibility
(D) Remuneration

94. While designing an organizational structure, what is meant by 'Departmentalization'?
(A) The formal administrative process of terminating redundant or excess operational staff
(B) Ensuring all operational and strategic decisions are taken strictly by the Principal alone
(C) The official hierarchical scalar chain directly linking the Central Directorate to the local School
(D) Grouping related jobs into distinct organizational units.

95. 'Single-use plans' in management are designed to meet the needs of a unique situation. Which of the following is an example of a single-use plan in a school?
(A) Budget and schedule for constructing a new laboratory block
(B) The standardized daily school assembly routine and morning schedule

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(C) The overarching official institutional student admission policy
(D) The standard codified disciplinary procedure for handling student misconduct

96. The Principal calls a meeting of all Subject Heads of Department at the beginning of the academic year. Instead of unilaterally imposing pass percentage targets, the Principal asks each Head to analyze their department's baseline data and propose achievable academic goals for the upcoming year, which are then finalized through discussion. This practice is a direct application of which management concept?
(A) Management by Exception administrative model
(B) Management by Objectives
(C) Total Quality Management institutional framework
(D) Centralized administrative operational governance

97. The concept of 'Bounded Rationality' in administrative decision-making, which suggests that managers make decisions based on simplified models and limited information rather than achieving perfect rationality, was proposed by:
(A) Henri Fayol
(B) Herbert Simon
(C) Peter Drucker
(D) Max Weber

98. Which of the following principles emphasizes that workers should be treated with kindness and justice to elicit their loyalty and devotion?
(A) Equity
(B) Scalar Chain
(C) Initiative
(D) Order

99. The Principal establishes a committee to handle school admissions, empowering the committee members to verify documents, interact with parents, and finalize the list within the bounds of regulatory guidelines. However, if any legal dispute arises regarding a rejected admission, the Principal steps in to answer higher authorities. This situation accurately illustrates that:
(A) Authority, operational responsibility, and final accountability can all be entirely delegated.
(B) Decentralization permanently removes the Head of School from the administrative scalar chain.
(C) Authority can be delegated, but absolute accountability cannot.
(D) Committee decision-making structures inherently violate the principle of unity of direction.

100. Synthesizing the core functions of management, which of the following best represents the logical flow of institutional management?
(A) Directing goals, Controlling people, Organizing funds, Staffing roles, Planning reports
(B) Staffing first, Planning second, Directing third, Controlling fourth, Organizing fifth
(C) Controlling deviations, Directing penalties, Organizing hierarchies, Staffing replacements, Planning closures
(D) Planning objectives, Organizing resources, Staffing positions, Directing execution, Controlling outcomes

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ANSWERS

1. (B) The process of designing and maintaining an environment to accomplish institutional aims efficiently
Management in educational institutions focuses on creating and sustaining an environment where staff and students work together systematically to fulfill academic goals. It requires strategic resource allocation, effective coordination, and leadership to maximize productivity. By establishing structured operational processes, management ensures that educational objectives are met efficiently while adapting to evolving institutional needs.

2. (A) Practical application of knowledge using personal administrative skills
Management is characterized as an art because it relies on the practical application of theoretical knowledge, personal initiative, and creative problem-solving skills. Leaders apply principles flexibly based on unique organizational circumstances and human dynamics. Through regular administrative practice, managers refine their personal skills, demonstrating that institutional management requires personal judgment alongside structured formal theories.

3. (B) I and III only
Management is a pervasive and continuous process that operates across all levels of an organization to achieve long-term objectives. It functions as an intangible force whose impact is observed through harmonious operations and goal achievement. Effective management integrates both human and material resources across every administrative tier, rather than operating as an isolated top-level activity.

4. (D) Statutory requirement of a specialized license or specific degree to practice as a manager
While management possesses a systematic body of knowledge, structured training programs, and professional associations, it lacks a mandatory statutory licensing requirement. Unlike medicine or law, individuals can hold managerial positions without possessing a specific standardized license or professional degree. Consequently, legal licensing is not universally mandated, preventing management from fully matching traditional regulated professions.

5. (C) Construction of national-level educational policies and overarching legislative acts
Institutional management focuses on internal operational governance, including directing human resources, managing facilities, and maintaining official student and institutional records. Establishing overarching national educational policies and statutory legislation falls under the mandate of governmental agencies and legislative bodies. School leaders execute and align internal processes with these broad mandates rather than framing national legislation directly.

6. (B) Administration is concerned with policy-making, while Management is concerned with policy execution.
Classical organizational theory distinguishes administration as a determinative function concerned with framing broad objectives, overall plans, and governing policies. In contrast, management is recognized as an executive function responsible for carrying out those established policies and organizing resources. Administration sets the overarching goals, while management executes necessary operational strategies to realize those objectives.

7. (D) Middle-level management
The Head of School operates at the middle management level within an educational administrative framework. Middle management serves as a critical bridge between top-level policy makers and operational supervisory staff. Principals interpret strategic guidelines, oversee curriculum execution, coordinate departmental functions, and ensure daily school operations align directly with broad institutional goals and policy objectives.

8. (A) Foundational management principles apply across business, government, and educational institutions.
The universality of management principles implies that fundamental concepts such as planning, organizing, directing, and controlling

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apply across diverse organizations. Whether in commercial enterprises, public government bodies, or educational institutions, core managerial functions remain essential. Although situational adjustments are required for local context, basic administrative principles provide a consistent foundation for operational success.

9. (C) 14
Henri Fayol identified fourteen fundamental principles of management in his pioneering work on administrative theory. These principles include division of work, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration, centralization, scalar chain, order, equity, stability of tenure, initiative, and esprit de corps. They guide effective organizational management.

10. (B) Both A and R are true but R is not the correct explanation of A
Administration establishes broad policy frameworks while management executes operational tasks, making both statements factually correct. Top executives focus predominantly on administrative functions, whereas operational managers emphasize executive tasks. However, the distribution of managerial time across administrative hierarchy does not explain the foundational definition that distinguishes policy formulation from policy execution in organizational governance.

11. (D) Unity of Command
The principle of unity of command states that an employee should receive orders and report to only one direct superior. Receiving instructions from multiple managers creates role ambiguity, authority conflicts, and operational inefficiency. By maintaining a single line of supervision, organizations preserve clarity, enhance employee accountability, and ensure streamlined administrative decision-making throughout operational workflows.

12. (B) Division of Work
Division of work involves dividing complex organizational responsibilities into specialized tasks based on individual competence and skills. Assigning educators to subjects matching their expertise enhances instructional quality and operational efficiency. Specialization reduces effort duplication, improves teacher mastery, and optimizes human resource performance, reflecting Henri Fayol's foundational management principle regarding structured task assignment in organizations.

13. (C) Authority and responsibility must go hand-in-hand; one cannot exist without the other.
Parity of authority and responsibility dictates that official authority delegated to a manager must correspond directly to assigned responsibilities. Granting authority without responsibility leads to reckless decision-making, while assigning responsibility without authority hinders goal execution. Maintaining balance ensures managers possess necessary power to achieve expected results while remaining fully accountable for administrative outcomes.

14. (D) Unity of Command relates to individual personnel, while Unity of Direction relates to whole departments.
Unity of command focuses on individual employees receiving orders from a single manager to avoid conflicting instructions. Conversely, unity of direction applies to an entire department or group sharing a common objective, requiring one head and one unified plan. Unity of command preserves employee reporting clarity, whereas unity of direction ensures organizational alignment across workflows.

15. (B) I and III only
The scalar chain represents the formal chain of command connecting authority levels from top leadership down to operational ranks. To avoid administrative delays during emergencies, the gang plank mechanism allows direct horizontal communication between peers at the same organizational level. Consequently, rigid adherence to vertical channels is not absolute, as emergency exceptions preserve operational effectiveness.

16. (B) Planning
Planning is the primary management function that defines organizational objectives and determines appropriate courses of action to achieve them. It bridges the gap between current standing and future aspirations by systematically evaluating resources and opportunities. Strategic planning establishes target pathways, reduces operational uncertainty, and provides a clear foundational framework for subsequent managerial functions.

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17. (B) Institutional planning
Institutional planning refers to a comprehensive development plan designed by an educational institution using available local resources to fulfill specific goals. It addresses structural improvement, academic growth, and facility enhancement over time. By focusing on site-specific requirements and collective efforts of community members, institutional planning fosters systematic growth tailored to school needs.

18. (A) Strategic Planning
Strategic planning involves identifying long-term goals and selecting comprehensive strategies to execute them within dynamic operational environments. It requires assessing internal strengths and weaknesses alongside external opportunities and threats. By establishing long-range pathways, strategic planning aligns institutional resources with core priorities, ensuring sustainable organizational growth amidst evolving socio-economic and regulatory conditions.

19. (A) II, IV, I, III
The systematic planning process begins with setting clear objectives, followed by establishing planning premises regarding future environmental conditions. Next, alternative courses of action are identified and evaluated against established criteria. Finally, decision-makers select the optimal course of action. This logical sequence ensures structured decision-making, minimizing operational risks while maximizing institutional goal attainment.

20. (A) Both A and R are true and R is the correct explanation of A
Planning serves as the foundational primary function of management because it establishes organizational goals and action blueprints. All subsequent managerial activities, including organizing, staffing, directing, and controlling, operate within the boundaries defined by planning. Without clear plans, administrative efforts lack direction and performance standards cannot be evaluated, confirming planning's primary role.

21. (C) Operational planning
Operational planning focuses on short-term, day-to-day routine activities required to sustain smooth organizational functioning. It addresses immediate operational details, tactical staff assignments, and short-range scheduling such as arranging temporary substitute coverage. By managing daily routines, operational planning ensures administrative stability, helping lower-level management maintain continuous alignment with overarching institutional standards.

22. (B) Organizing
Organizing is the management function that establishes organizational structure by grouping related activities, allocating necessary resources, and defining authority-responsibility relationships. It transforms strategic plans into operational realities by assigning specific duties to individuals and departments. Effective organizing eliminates workflow redundancy, clarifies administrative roles, and facilitates smooth operational coordination across all levels.

23. (D) Line organization
Line organization is a straightforward administrative structure where authority flows directly and vertically from top executives down to operational staff. Each employee reports to one immediate supervisor, ensuring clear command pathways and swift decision-making. Its simplicity, defined authority lines, and strict discipline make line organization effective for maintaining direct accountability across routine administrative operations.

24. (A) The number of subordinates a supervisor can effectively manage.
Span of control defines the number of subordinates directly supervised by a manager to ensure effective leadership and control. Factors influencing optimal span include task complexity, manager capability, subordinate experience, and organizational communication channels. Balancing the span of control helps structure management layers efficiently, optimizing administrative communication and operational supervision.

25. (B) I, II, and IV only
Centralization retains authority at top executive levels, whereas decentralization disperses decision-making power systematically throughout all management tiers. Decentralization lightens top leadership workload and speeds up operational decisions. Absolute centralization is impractical in large educational institutions due to complex administrative demands, rendering statements

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regarding its absolute viability in large systems incorrect.

26. (A) Tall structure with many levels of management
A narrow span of control means a supervisor oversees few direct subordinates, creating multiple vertical management tiers across the organization. This results in a tall organizational structure characterized by narrow supervision, extended command chains, and detailed administrative oversight. Consequently, communication flows through several supervisory layers before reaching operational personnel.

27. (D) Staffing
Staffing is the managerial function that ensures an organization is adequately manned with competent personnel. It encompasses workforce planning, recruitment, selection, orientation, placement, performance evaluation, and continuous professional development. Effective staffing aligns individual talent with organizational roles, maintaining a capable workforce essential for fulfilling institutional objectives efficiently over time.

28. (B) Recruitment is a positive process while selection is a negative process.
Recruitment is considered a positive process because it encourages a wide pool of qualified applicants to apply for organizational openings. Conversely, selection is viewed as a negative process because it involves screening out unsuitable candidates to choose the most qualified individuals. This distinction reflects their contrasting administrative objectives during employee hiring.

29. (C) Induction
Induction is the orientation process of integrating newly appointed staff into an organization. It familiarizes employees with work culture, operating procedures, safety guidelines, performance expectations, and institutional colleagues. Effective induction minimizes initial job anxiety, fosters organizational commitment, and enables new personnel to adapt swiftly to their operational roles and responsibilities.

30. (D) Unity of Command
Unity of command dictates that each employee receives directives from only one immediate supervisor to prevent conflicting demands and role ambiguity. When multiple managers issue contradictory orders, staff confusion and operational breakdown ensue. Enforcing a single reporting line restores clarity, strengthens administrative authority, and optimizes organizational efficiency across departments.

31. (A) Supervision, Motivation, Leadership, Communication
Directing is the executive management function that guides, inspires, and oversees employees toward achieving institutional goals. Its core components are effective supervision, employee motivation, dynamic leadership, and open communication channels. Together, these elements activate organizational plans, foster high workplace morale, and align individual human efforts with broad institutional objectives.

32. (B) It is collaborative, continuous, and aimed at professional growth.
Modern academic supervision emphasizes constructive, continuous collaboration designed to support educators and enhance instructional practices. Unlike traditional inspection, which focused primarily on fault-finding, rigid compliance, and authoritarian oversight, contemporary supervision provides professional development, mentoring, and constructive feedback. This developmental approach fosters continuous pedagogical improvement and enriches overall institutional learning environments.

33. (B) Abraham Maslow
Abraham Maslow developed the Hierarchy of Needs theory, proposing that human motivation is structured across five sequential levels. These needs progress from basic physiological requirements to safety, social affiliation, esteem, and ultimately self-actualization. Managers utilize this framework to understand employee behavior, tailoring organizational incentives to satisfy lower- and higher-order needs effectively.

34. (A) Theory Y
McGregor's Theory Y assumes that employees are inherently self-motivated, enjoy work, seek personal responsibility, and possess creative problem-solving capacities. Leaders operating under Theory Y adopt participative management, encouraging staff initiative and autonomy. In contrast, Theory X assumes individuals naturally dislike work and require continuous

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strict supervision, administrative coercion, and explicit control measures.

35. (A) Both A and R are true and R is the correct explanation of A
Directing is considered the heart of management because it energizes the workforce and initiates actual operational execution. While planning, organizing, and staffing set up structural prerequisites, directing mobilizes human resources through motivation, leadership, and communication. Without effective directing, administrative preparations remain theoretical and physical resources remain entirely unutilized.

36. (D) Democratic Leadership
Democratic leadership encourages shared decision-making, open communication, and active participation from team members. Leaders value collaborative input, personal expertise, and shared responsibility, boosting team morale and innovative problem-solving. This participatory approach is effective in academic environments where professional educators contribute pedagogical knowledge toward shared institutional development and organizational success.

37. (C) Comparing performance with set standards and taking corrective action.
The controlling function involves systematically measuring operational performance against established standards, identifying variances, and applying necessary corrective measures. Controlling ensures organizational activities align with planned goals while providing feedback to prevent recurring deviations. It maintains administrative oversight, ensuring institutional resources are used efficiently to achieve strategic objectives without stifling flexibility.

38. (B) Establishment of standards
The initial step in the controlling process is establishing performance standards, which serve as criteria against which actual performance is evaluated. Standards provide concrete, measurable targets for quality, quantity, cost, and time efficiency. Clear performance benchmarks are essential because subsequent measurement, comparison, and corrective actions rely entirely on predefined performance criteria.

39. (D) Because it uses past performance data to improve future planning and prevent deviations.
Controlling is forward-looking because it uses past performance evaluations to improve future administrative plans and operational routines. By analyzing deviations and identifying root causes, managers refine future standards, modify workflows, and prevent repeated mistakes. This continuous feedback loop ensures that institutional control contributes directly to future operational improvement and sustained success.

40. (D) I, II, and III
Functional organization groups operational activities according to specialized functions like academics or administration. F.W. Taylor advanced this through functional foremanship, utilizing domain specialists to guide workers. However, because employees receive instructions from multiple functional heads, this structure inherently violates Fayol's unity of command principle, dividing authority among domain experts.

41. (C) Only significant deviations from standards are brought to top management attention.
Management by exception is a control principle holding that managers should focus attention strictly on significant deviations from established standards. Minor operational variances are resolved by lower-level supervisors. This practice conserves top executive time, streamlines decision-making, and directs management focus toward critical areas where operational intervention is truly required.

42. (A) It is impossible and uneconomical to check every activity in an organization.
Critical point control focuses monitoring efforts on key result areas that significantly impact organizational performance. Because examining every minor operational detail is impractical and costly, control efforts prioritize strategic control points. Managing key result areas ensures that critical administrative deviations are identified early, optimizing supervisory resources and institutional efficiency.

43. (D) Cybernetic Control
Cybernetic control systems rely on automated feedback loops to monitor ongoing operations and correct performance deviations in real time. By continuously comparing actual performance

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metrics against predetermined standards, cybernetic mechanisms apply immediate corrective adjustments. This self-regulating system maintains operational stability without requiring continuous manual administrative interventions from executive leadership.

44. (B) Siamese twins of management
Planning and controlling are inextricably linked management functions, often described as Siamese twins. Planning establishes objectives, strategies, and operational benchmarks, providing the criteria for control. Controlling evaluates progress against plans and supplies necessary feedback for future planning. Neither function operates effectively without the other, ensuring continuous organizational direction and accountability.

45. (C) Decentralization and participative management
Involving staff, parents, and community members in institutional decision-making reflects decentralization and participative management. Distributing decision-making power to local stakeholders fosters organizational transparency, increases commitment, and tailored solutions for institutional growth. This collaborative governance model ensures democratic participation, enhancing school accountability and overall operational success through shared governance principles.

46. (D) Joint goal setting by managers and subordinates to evaluate performance.
Management by Objectives is a structured management framework emphasizing collaborative goal setting between supervisors and employees. Clear, time-bound objectives are jointly established and evaluated, aligning individual efforts with broad organizational goals. This participatory process enhances employee motivation, clarifies performance expectations, and provides objective measures for evaluating performance across management tiers.

47. (A) Peter Drucker
Peter Drucker introduced and popularized Management by Objectives in his landmark 1954 book, The Practice of Management. Drucker emphasized aligning individual employee performance with overarching organizational objectives through participatory goal setting. His framework revolutionized administrative practice, shifting focus from routine task completion toward clear results and continuous performance measurement.

48. (A) II, III, IV, I
The Management by Objectives process follows a systematic four-step sequence. First, overarching organizational goals are defined. Second, supervisors and employees jointly establish specific individual objectives. Third, action plans are formulated and executed to achieve those targets. Finally, periodic performance reviews evaluate progress, providing feedback for subsequent performance cycles.

49. (B) Educational outcomes are qualitative and difficult to measure quantitatively.
A primary challenge of implementing Management by Objectives in educational settings is that educational outcomes are largely qualitative. Subjective results like character formation, critical thinking, and social development are difficult to quantify precisely. Applying rigid quantitative performance targets can oversimplify educational success, potentially neglecting qualitative dimensions of student learning and teacher performance.

50. (A) Both A and R are true and R is the correct explanation of A
Delegation of authority allows managers to assign specific tasks and decision-making power to subordinates, optimizing administrative efficiency. However, delegation does not reduce final accountability. The delegating authority retains ultimate responsibility toward higher management for task outcomes. Subordinates assume operational responsibility, but the manager remains answerable for final institutional performance.

51. (C) Principle of Division of Work
The principle of division of work states that complex tasks should be divided into specialized components assigned to individuals based on their skills. Specialization enables employees to develop mastery, reduces task duplication, and increases operational efficiency. Structured labor division ensures organizational resources are deployed effectively to maximize overall performance and institutional output.

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52. (D) Span of Control and supervisory relationships
V.A. Graicunas created a mathematical model analyzing supervisor-subordinate relationships within the context of span of control. His formula demonstrates that as the number of direct subordinates increases, potential direct, group, and cross-relationships expand exponentially. Graicunas' model highlights the complexity of supervision, emphasizing limits on effective administrative span of control.

53. (C) Recruitment → Selection → Placement → Induction
The staffing process follows a precise operational sequence beginning with recruitment to generate a candidate pool. Selection screens applicants to identify qualified candidates. Selected candidates undergo placement in specific organizational positions, followed by induction to orient them to institutional culture, policies, and workflows. This structured sequence ensures efficient onboarding of qualified personnel.

54. (B) Authority is formal right to command; Power is capacity to influence.
Authority is official, legitimate power granted by an organization's structure to give directives and enforce compliance. Power, conversely, is a broader personal capacity to influence the attitudes or actions of others, regardless of formal position. While authority stems from positional hierarchy, power relies on expertise, charisma, personal influence, or resource control.

55. (A) I and III only
Effective educational supervision prioritizes clinical observation, instructional improvement, and preventive guidance. It acts as a supportive academic mechanism rather than purely administrative oversight. Preventive supervision anticipates operational challenges, fostering instructional growth. Conversely, corrective supervision that focuses solely on fault-finding and punitive measures undermines educator morale and professional institutional progress.

56. (A) P-1, Q-2, R-3, S-4
Each fundamental management function serves a specific operational purpose within an organization. Planning focuses on defining goals and outlining action paths. Organizing establishes operational structures and distributes necessary resources. Directing initiates action through dynamic leadership and communication. Controlling continuously evaluates progress and implements corrective measures to maintain performance alignment.

57. (C) Recognition for innovative teaching
In Herzberg's Two-Factor Theory, recognition for achievements serves as a true motivator that drives intrinsic job satisfaction and high performance. Conversely, salary, interpersonal relationships, and working conditions represent hygiene factors. While hygiene factors prevent workplace dissatisfaction, their presence alone does not build long-term internal motivation among institutional teaching staff.

58. (A) Situational Leadership Theory
Situational leadership theory asserts that no single leadership style is universally effective. Instead, leadership effectiveness depends on matching leadership behavior—task guidance and relational support—with environmental context and follower readiness. Leaders adjust their style between directing, coaching, supporting, and delegating based on the maturity and capabilities of their personnel.

59. (D) Employees report to both a functional manager and a project manager.
A matrix organization combines functional and project management structures, resulting in a dual command hierarchy. Employees maintain dual reporting lines, reporting simultaneously to a functional head and a project leader. This structure enhances resource sharing, operational flexibility, and interdisciplinary collaboration, although it requires clear communication to prevent authority conflicts.

60. (B) Transformational Leadership
Transformational leadership inspires employees by communicating a compelling vision, providing intellectual challenge, and offering individualized support. Transformational leaders encourage innovation, foster professional growth, and motivate staff to exceed baseline performance targets. This proactive approach transforms institutional culture, promoting personal development and continuous organizational improvement across educational programs.

61. (C) Controlling
Budgetary control is a primary control technique involving the continuous evaluation of actual financial performance against planned budgetary

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estimates. It establishes quantifiable financial targets, tracks departmental expenditures, identifies cost variances, and enables management to execute timely corrective actions. This mechanism preserves financial stability and ensures institutional resources align with strategic goals.

62. (D) Finding out the causes of deviation
When measuring actual performance reveals significant negative deviations from set standards, management must immediately analyze underlying causes. Identifying root causes—whether resource constraints, inadequate training, or operational flaws—is essential before selecting corrective actions. Understanding why variations occurred ensures that targeted measures permanently eliminate performance gaps rather than treating superficial symptoms.

63. (A) Steering control
Concurrent control, also called steering control, monitors ongoing operations in real time to ensure activities progress toward target goals. By providing immediate feedback during task execution, steering control allows managers to detect and correct operational deviations before work is completed, preventing costly mistakes and maintaining continuous quality control.

64. (B) Feedback control
Feedback control evaluates historical performance data after an operation or instructional period has been completed. By analyzing end-of-term academic results, managers identify operational gaps and modify future strategies to improve subsequent performance. Although feedback control cannot adjust past operations, it provides crucial insights to refine future institutional planning cycles.

65. (B) Controlling
Halting non-essential expenditures and reallocating budget funds mid-year demonstrates the controlling function. Controlling involves monitoring progress, evaluating budget variances, and executing corrective adjustments when operations deviate from original plans. This proactive measure prevents financial deficits, ensuring organizational operations remain sustainable and aligned with established fiscal parameters throughout the year.

66. (A) Harmony and team spirit among personnel
The Esprit de Corps principle formulated by Henri Fayol emphasizes promoting harmony, mutual trust, and strong team spirit among employees. Fostering unity and shared purpose enhances employee morale and minimizes workplace conflict. Building cohesive team dynamics improves organizational efficiency and creates a collaborative workplace culture essential for institutional success.

67. (C) Delegation is between superior and subordinate; decentralization is systematic dispersal throughout the organization.
Delegation refers to transferring specific authority from an individual manager to a direct subordinate for operational efficiency. In contrast, decentralization is a broad structural philosophy involving the systematic dispersal of decision-making power across all hierarchical tiers. While delegation operates on a person-to-person basis, decentralization shapes overall organizational design and decision autonomy.

68. (D) Plan, Do, Check, Act (PDCA)
The Deming Cycle, or PDCA cycle, is an iterative four-step quality management model comprising Plan, Do, Check, and Act. Management plans objectives, implements procedures, checks performance metrics against expectations, and acts to standardize successful changes or correct deficiencies. This cycle drives continuous quality improvement across operational processes and service delivery.

69. (C) Delegation
Assigning routine administrative tasks and necessary operational authority to clerical staff is a clear application of delegation. Delegation enables managers to assign specific duties while retaining accountability, freeing executive time for strategic leadership and academic supervision. Empowering lower-level staff improves administrative efficiency, streamlines workflow execution, and optimizes institutional productivity.

70. (A) Both A and R are true and R is the correct explanation of A
Establishing clear performance standards is an indispensable prerequisite for the controlling process. Standards define target criteria regarding quality, quantity, time, and cost. Without established benchmarks, management lacks

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objective metrics to measure actual performance or evaluate variances. Consequently, standard setting provides the essential foundation enabling systematic operational assessment and control.

71. (D) Providing opportunities for career advancement and professional development
Non-financial motivation focuses on satisfying psychological, self-actualization, and professional growth needs rather than monetary compensation. Offering career advancement, continuous learning programs, and professional autonomy enhances teacher motivation and job satisfaction. These non-financial incentives foster long-term commitment, boost professional competence, and align personal career aspirations with institutional development goals.

72. (A) Subordination of individual interest to general interest
Fayol's principle of subordination of individual interest to general interest mandates that institutional objectives must always take priority over personal employee interests. When personal goals conflict with organizational mission, management must reconcile differences while maintaining institutional priority. Aligning individual behavior with general organizational interests preserves administrative order, harmony, and operational integrity.

73. (C) Informal social networks and grapevines
Formal organizational structures are defined by official management frameworks, codified policies, explicit reporting channels, and documented roles. Conversely, informal social networks and grapevines emerge spontaneously through personal social interactions among employees. Because informal networks lack official management sanction, they operate outside the officially documented parameters of formal organizational design.

74. (A) Availability and competency of current teaching staff
Internal planning premises pertain to conditions existing inside the organization that top management can directly influence or control. Internal factors include staff competency, available facilities, and financial allocation. External factors, such as national policies, legal mandates, and regional demographics, operate outside direct institutional control and require administrative adaptation during strategic planning.

75. (A) I and II only
Planning and controlling are interdependent functions. Controlling without planning lacks objective benchmarks for evaluation, making control impossible. Conversely, planning without controlling lacks execution verification, making plans meaningless. Directing, however, relies heavily on organizing and staffing to provide human resources and structural frameworks, making statement III factually incorrect.

76. (B) Combines direct line authority with supportive staff roles.
Line and staff organization combines clear, direct line authority with supportive staff positions. Line managers possess authority to issue orders and execute core operations, while staff specialists provide technical advice, specialized expertise, and administrative support. This structural design preserves unity of command while equipping decision-makers with specialized expertise needed for complex management challenges.

77. (C) Staffing
Staffing is the managerial function dedicated to recruiting, selecting, placing, and retaining competent personnel across organizational roles. It ensures that individuals possess appropriate qualifications for assigned tasks, aligning human talent with operational demands. Effective staffing maintains optimal workforce capacity, minimizes skill gaps, and supports continuous attainment of institutional objectives over time.

78. (D) Accountability is the obligation to answer for assigned results.
Accountability represents the ultimate answerability for performance outcomes and assigned duties. Unlike authority, which can be delegated downward to subordinates, final accountability remains retained by the delegating manager. Subordinates are responsible for task execution, but managers remain accountable to higher authority for overall operational results, ensuring strict administrative compliance.

79. (A) Coordinating
In the administrative acronym POSDCORB formulated by Luther Gulick, 'CO' stands for Coordinating. Coordinating involves interlinking

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and harmonizing various departments, workflows, and activities into a cohesive operating framework. Effective coordination eliminates effort duplication, resolves departmental friction, and ensures all institutional units work in unison to achieve overarching organizational goals.

80. (B) I, III, and IV only
Budget formulation represents planning and controlling, classroom supervision falls under directing, and statutory record maintenance functions as administrative control. Designing school timetables involves organizing space, time, and instructional resources, rather than operating purely as a staffing function. Therefore, statements I, III, and IV accurately reflect managerial applications in institutional administration.

81. (B) Plans should cover a period long enough to fulfill current commitments.
The principle of commitment states that planning horizons should extend far enough into the future to fulfill commitments made in current managerial decisions. Long-term resource commitments, such as capital investments or structural developments, require extended planning periods to ensure investments yield expected outcomes while maintaining financial and operational stability.

82. (A) Situational Leadership Theory
Hersey and Blanchard's Situational Leadership Theory posits that optimal leadership approaches depend on follower maturity and task readiness. Leaders adjust their behavior across telling, selling, participating, and delegating styles according to follower competence and commitment. Adapting leadership to follower readiness maximizes employee effectiveness and supports individual professional growth within organizations.

83. (C) Organizing
Determining equipment requirements, designing spatial layouts, and assigning specific operational responsibilities illustrates the organizing function. Organizing structures physical, financial, and human resources into a coordinated framework to execute plans effectively. By establishing clear roles and resource allocations, organizing transforms institutional planning decisions into functional operational facilities.

84. (D) Provides information on variations to facilitate future corrective actions.
Feedback in the controlling process provides essential data regarding variances between actual performance and established standards. By analyzing these discrepancies, managers identify root causes of operational failure and implement targeted corrective measures. Feedback transforms historical evaluation into actionable intelligence, refining future planning cycles and ensuring continuous institutional improvement.

85. (A) Both A and R are true and R is the correct explanation of A
Fayol's principle of stability of tenure emphasizes minimizing employee turnover to build organizational efficiency and loyalty. In educational institutions, frequent teacher turnover disrupts instructional continuity, harms learning progress, and increases recruitment expenses. Maintaining stable staff tenure fosters institutional knowledge, strengthens faculty commitment, and ensures consistent educational quality across programs.

86. (B) Directing
Directing is the active executive management function focused on guiding, instructing, motivating, and inspiring employees toward organizational goals. It encompasses leadership, communication, supervision, and employee motivation. Effective directing activates static resources, aligns individual actions with broad institutional priorities, and ensures smooth operational execution across all departments.

87. (D) Extent to which mutually agreed-upon goals are achieved.
Under Management by Objectives, performance appraisal evaluates actual achievement against specific, mutually established targets. Rather than evaluating personality traits or subjective administrative impressions, appraisal focuses objectively on tangible results. This transparent approach encourages individual accountability, aligns staff efforts with organizational objectives, and provides measurable criteria for employee development.

88. (A) Semantic
Semantic communication barriers arise when messages are misunderstood due to confusing, technical, or ambiguous language, jargon, or

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terminology. When a Vice-Principal misinterprets specific pedagogical terms in an administrative document, the breakdown occurs in language decoding. Addressing semantic barriers requires clear, precise, and accessible communication across institutional channels.

89. (C) A place for everything/everyone and everything/everyone in its place.
Fayol's principle of order encompasses both material and social organization. Material order requires that physical resources be systematically arranged in designated locations. Social order requires assigning every employee to a position matching their competencies. Proper order eliminates operational chaos, saves time, reduces resource wastage, and maximizes overall institutional productivity.

90. (A) Organizing
Appointing a central coordinator, establishing functional committees, assigning specific responsibilities, distributing budgets, and delegating authority clearly demonstrates organizing. Organizing structures work relationships, groups related tasks, and distributes institutional resources to achieve specific operational goals efficiently. This systematic framework ensures coordinated teamwork and smooth administrative execution during major institutional events.

91. (D) Strategic Planning
SWOT analysis assesses internal Strengths and Weaknesses alongside external Opportunities and Threats to guide long-term institutional decision-making. Utilizing SWOT analysis enables leaders to capitalize on strengths, address weaknesses, exploit opportunities, and mitigate threats. This comprehensive diagnostic tool forms a critical component of strategic planning for institutional development.

92. (B) It is performed only by lower supervisors.
Controlling is a pervasive management function performed across all hierarchical tiers, rather than being restricted to lower supervisors. Executive leaders control strategic objectives, middle managers oversee departmental performance, and operational supervisors monitor daily activities. Effective controlling integrates performance standards, continuous evaluation, and corrective action across all levels of organizational management.

93. (C) Authority and Responsibility
The principle of authority and responsibility dictates that official authority must accompany delegated duties, ensuring managers have power to enforce compliance and achieve targets. When a senior leader enforces assigned duties through institutional rules, they exercise legitimate administrative authority. Balancing authority with responsibility maintains organizational discipline and ensures executive decisions are executed.

94. (D) Grouping related jobs into distinct organizational units.
Departmentalization is the organizational design process of grouping related tasks, jobs, and operational activities into specialized administrative units. Departments are organized by function, product, region, or target group. Departmentalization establishes specialized workflows, simplifies supervisory control, and facilitates efficient resource management across distinct operational sectors within the institution.

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95. (A) Budget and schedule for constructing a new laboratory block
Single-use plans are designed to handle specific, non-recurring operational challenges and are discarded once project objectives are achieved. Formulating a budget and construction schedule for a new laboratory block represents a unique, non-repetitive project. Once completed, the plan concludes, distinguishing it from standing plans like permanent admission or disciplinary policies.

96. (B) Management by Objectives
Engaging department heads in analyzing baseline performance data and setting achievable academic goals through collaborative discussion demonstrates Management by Objectives. MBO replaces top-down directives with participative goal setting, aligning departmental priorities with broad institutional targets. Joint target setting boosts staff commitment, clarifies performance expectations, and establishes clear evaluative benchmarks.

97. (B) Herbert Simon
Herbert Simon introduced the concept of bounded rationality in decision-making theory, asserting that human cognitive limits, incomplete information, and time constraints prevent absolute rationality. Instead of identifying optimal theoretical decisions, managers make

satisficing choices—decisions that are satisfactory and sufficient within real-world administrative constraints and environmental limitations.

98. (A) Equity
Fayol's principle of equity requires managers to treat subordinates with kindness, fairness, and impartial justice. Applying equity builds loyalty, trust, and dedication among employees, fostering a harmonious workplace culture. Fairness in applying rules and evaluating performance prevents perceived bias, promoting strong institutional commitment and positive interpersonal relations across management levels.

99. (C) Authority can be delegated, but absolute accountability cannot.
Delegating authority allows leaders to empower committees or staff to perform specific operational duties and make decisions. However, ultimate accountability remains with the delegating executive. While operational execution is assigned down the hierarchy, the Head of School remains answerable to higher authorities for overall institutional outcomes, proving accountability cannot be delegated.

100. (D) Planning objectives, Organizing resources, Staffing positions, Directing execution, Controlling outcomes
The management process follows a logical sequence starting with planning objectives and strategies. Next, organizing structures tasks and resources, while staffing recruits and places personnel. Directing leads, motivates, and executes operational plans, and controlling evaluates outcomes against standards to implement needed corrections. This cycle ensures effective institutional administration.

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CHAPTER 02

Role of a Manager in an Organization

1. Which of the following best defines the managerial role in an educational organization?
(A) Working with and through others to achieve organizational goals efficiently
(B) Formulating long-term educational policies and governance frameworks for states
(C) Managing routine student attendance logs and operational staff leave records
(D) Delivering core classroom instructional content directly to student cohorts

2. According to Henry Mintzberg, managerial roles are broadly categorized into which three groups?
(A) Planning, Organizing, and Controlling functional roles
(B) Technical, Human, and Conceptual management roles
(C) Interpersonal, Informational, and Decisional roles
(D) Strategic, Tactical, and Operational leadership roles

3. In the context of Mintzberg's framework, which of the following is an Interpersonal role?
(A) Liaison
(B) Resource Allocator
(C) Monitor
(D) Spokesperson

4. When a Principal performs ceremonial duties such as inaugurating the school's annual sports meet or distributing certificates to students, which managerial role is primarily being exhibited?
(A) Disturbance Handler
(B) Disseminator
(C) Entrepreneur
(D) Figurehead

5. A newly appointed Principal observes that the school lacks a proper channel for communicating with local community leaders and non-governmental organizations to secure support for school development projects. To bridge this gap, the Principal actively builds a network of external contacts. Which specific managerial role is the Principal fulfilling in this scenario?
(A) Monitor
(B) Liaison
(C) Leader
(D) Negotiator

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6. The 'Leader' role in Mintzberg's model specifically encompasses which of the following activities?
(A) Transmitting information received from external stakeholders to the internal staff
(B) Scanning the environment for new educational trends and policies
(C) Directing, motivating, and developing subordinates to achieve institutional goals
(D) Allocating budgetary funds to various academic departments

7. Which of the following best describes the 'Monitor' role of a manager?
(A) Serving as the primary organizational point of contact for media and public inquiries
(B) Initiating innovative developmental projects to optimize organizational performance
(C) Resolving unexpected operational crises that threaten general institutional stability
(D) Scanning internal and external environments to gather relevant information

8. In an educational institution, the 'Disseminator' role is most accurately demonstrated when the Principal:
(A) Shares official Directorate circulars on curriculum changes with school teachers
(B) Formally represents the institution at regional executive conferences on educational leadership
(C) Directly mediates an administrative dispute between senior teachers regarding timetable clashes
(D) Selects approved commercial vendors for procuring specialized science laboratory equipment

9. Identify the incorrect pair regarding Mintzberg's Informational roles and their core functions:
(A) Monitor – Seeks and receives information to understand the organization
(B) Liaison – Transmits internal operational instructions to subordinate staff
(C) Disseminator – Transmits external information to members of the organization
(D) Spokesperson – Transmits information to outsiders on the organization's plans and policies

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Interpersonal roles are fundamental to a manager's effectiveness because they provide the basis for acquiring and transmitting information.
Reason (R): A manager's formal authority gives rise to interpersonal roles, which in turn lead to informational roles.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. When a Principal gives an interview to a local newspaper highlighting the school's recent academic achievements and future expansion plans, which role is being enacted?
(A) Spokesperson
(B) Disseminator
(C) Liaison
(D) Figurehead

12. As an 'Entrepreneur', a Principal is expected to:
(A) Respond to unexpected external pressures and operational crises beyond direct control
(B) Determine how institutional financial and material resources are distributed among departments
(C) Initiate voluntary changes and innovative projects to improve the school
(D) Formally represent the institutional management in collective bargaining with staff unions

13. A sudden strike by the contractual sanitation staff disrupts the functioning of the school. The Principal immediately intervenes, holds an emergency meeting, and arranges alternative measures to maintain hygiene. Here, the Principal acts as a:
(A) Resource Allocator
(B) Entrepreneur
(C) Monitor
(D) Disturbance Handler

14. Which of the following is NOT a Decisional role according to Mintzberg?
(A) Negotiator
(B) Resource Allocator
(C) Spokesperson
(D) Disturbance Handler

15. Consider the following statements regarding Mintzberg's managerial roles:
I. The Figurehead role is purely ceremonial and does not involve any significant decision-making.
II. The Resource Allocator role involves the scheduling of time, programming of work, and authorization of actions.
III. The Entrepreneur role focuses on handling unexpected conflicts and anomalies.
Which of the above statement(s) is/are correct?
(A) I and II
(B) II and III
(C) I and III
(D) I, II, and III

16. During a budget planning meeting, the Principal decides to allocate a larger portion of the school development fund to upgrade the ICT lab rather than renovating the staff room. This action reflects the role of a:
(A) Negotiator
(B) Liaison
(C) Disseminator
(D) Resource Allocator

17. Which of the following situations best illustrates the 'Negotiator' role of a school Principal?
(A) Reaching an agreement with a publishing vendor for discounted library textbooks
(B) Distributing the detailed annual academic timetable among various departmental subject teachers
(C) Issuing a formal administrative memorandum to school staff regarding persistent late arrivals
(D) Identifying a significant drop in overall student attendance through monthly analytical reports

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18. A Principal notices that students are struggling with fundamental literacy skills. She decides to proactively partner with an educational NGO to introduce a specialized reading program, securing independent funding for it. This scenario predominantly illustrates the Principal acting in the capacity of a:
(A) Disturbance Handler
(B) Disseminator
(C) Entrepreneur
(D) Figurehead

19. In the context of management levels, a school Principal typically operates at which level within the broader hierarchy of the Directorate of Education?
(A) Middle management
(B) Top management
(C) Supervisory / Operational management
(D) Non-managerial technical staff

20. Match the managerial skills in List I with their primary functions in List II:
List I: (Managerial Skill)
P. Technical Skill
Q. Human Skill
R. Conceptual Skill
S. Diagnostic Skill
List II: (Primary Function)
1. Working with things
2. Working with people
3. Working with ideas
4. Analyzing symptoms
(A) P-2, Q-1, R-3, S-4
(B) P-3, Q-2, R-1, S-4
(C) P-1, Q-3, R-2, S-4
(D) P-1, Q-2, R-3, S-4

21. According to Katz's skill-mix theory, which skill is equally important across all levels of management?
(A) Technical skill
(B) Conceptual skill
(C) Analytical skill
(D) Human skill

22. Technical skills for an educational manager refer primarily to:
(A) The ability to view the school as a complex system and understand interdepartmental relationships
(B) Proficiency in specialized knowledge, methods, processes, and procedures related to education
(C) The capacity to motivate, lead, and resolve conflicts among teaching staff
(D) The physical stamina required to manage daily school operations

23. As a manager moves from the operational level (e.g., Head of Department) to top management (e.g., Director of Education), Katz's theory predicts that:
(A) The need for technical skills increases while the need for conceptual skills decreases
(B) The need for both technical and human skills decreases significantly
(C) The skill requirement remains uniform across all levels
(D) The need for conceptual skills increases while the need for technical skills decreases

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24. Conceptual skills are most crucial for top-level educational administrators because they must:
(A) Align institutional goals with broader educational policies and societal needs
(B) Deal effectively with routine student disciplinary issues arising within various classrooms
(C) Maintain and verify the accuracy of the school's daily student attendance registers
(D) Operate the school's institutional financial accounting software efficiently and accurately

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A Principal spends more time on planning and organizing compared to a classroom teacher.
Reason (R): Managerial roles require a shift in focus from direct operational delivery to coordinating and facilitating the work of others.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Which of the following is the most appropriate example of a Principal utilizing 'Human/ Interpersonal Skills'?
(A) Drafting the comprehensive structural blueprint for upcoming mid-term examinations
(B) Counseling a burnt-out teacher and mediating a staff conflict

(C) Designing the complete architectural layout for constructing a modern new school building
(D) Calculating the exact annual budgetary requirements for implementing the mid-day meal scheme

27. When defining the role of a Principal as a manager, POSDCORB is a widely used acronym. Who coined this term?
(A) Henri Fayol
(B) Frederick Taylor
(C) Luther Gulick and Lyndall Urwick
(D) Elton Mayo

28. In the acronym POSDCORB, what does the letter 'R' stand for?
(A) Resource Allocation
(B) Reviewing
(C) Recruiting
(D) Reporting

29. Programmed decisions in school administration are characterized by:
(A) High environmental uncertainty, unique operational challenges, and novel situations
(B) Established rules, standard procedures, and routine applicability
(C) The recurring requirement for innovative, high-level creative problem-solving skills
(D) Substantial institutional financial risk and long-term strategic organizational impact

30. A school Principal receives a request from a teacher for casual leave due to a family emergency. The leave quota of the teacher is checked, and since a balance is available, the Principal sanctions the leave immediately following the established rules. What type of decision has the Principal made?
(A) Strategic decision
(B) Non-programmed decision
(C) Proactive decision
(D) Programmed decision

31. Non-programmed decisions are typically handled by:
(A) Lower-level operational management strictly utilizing predefined departmental rulebooks
(B) Top and middle managers dealing with unstructured, unique problems
(C) Administrative clerical staff following established standard operating procedure manuals
(D) Automated institutional management information systems executing routine algorithmic tasks

32. Which of the following represents a non-programmed decision for a school Principal?
(A) Formally admitting an eligible student to the next higher grade upon passing annual examinations
(B) Ordering routine classroom chalk and dusters for the upcoming annual academic session
(C) Formulating a transition strategy for integrating vocational education
(D) Preparing and processing the regular monthly payroll salary bill for all school staff

33. What is the first logical step in the rational decision-making process?
(A) Systematically evaluating all identified alternative courses of action
(B) Developing a diverse set of creative potential alternative solutions
(C) Implementing the selected optimal decision across all relevant units
(D) Identifying and defining the core problem

34. In decision-making, 'bounded rationality' implies that managers:
(A) Possess completely unlimited cognitive capacity to process all available organizational information
(B) Make decisions using simplified models that extract essential features from complex problems
(C) Always analyze all options to arrive at the mathematically optimal decision outcome
(D) Consistently make critical administrative choices based entirely on personal emotional impulses

35. What is the primary difference between problem-solving and decision-making?
(A) Decision-making relies strictly on quantitative metrics, whereas problem-solving is entirely qualitative
(B) Problem-solving finds root causes and options, while decision-making chooses among options
(C) Problem-solving functions merely as a structural subset within broader operational decision-making frameworks
(D) There is no meaningful managerial difference as both terms are completely synonymous in

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practice

36. Which phase of the decision-making process ensures that the chosen alternative is actually producing the desired results?
(A) Comprehensive problem definition
(B) Evaluation and feedback
(C) Systematic alternative generation
(D) Action plan implementation

37. Delegation of authority in management refers to:
(A) Completely abdicating all administrative and managerial responsibilities to junior subordinate staff
(B) Assigning authority and responsibility to a subordinate for specific activities
(C) Transferring ultimate operational accountability for performance outcomes to junior staff members
(D) Centralizing all organizational and administrative decision-making powers strictly within the Principal's office

38. Which of the following principles is central to effective delegation?
(A) The classical management Principle of Unity of Command
(B) The structural organizational Principle of Centralization
(C) The team cohesion Principle of Esprit de Corps
(D) Principle of Parity of Authority and Responsibility

39. Can a Principal completely delegate 'accountability' for a school's overall performance to the Vice-Principal?
(A) Yes, if documented in writing
(B) Yes, if the Vice-Principal is equally qualified
(C) No, accountability flows upward and cannot be entirely delegated
(D) No, only partial accountability can be delegated for financial matters

40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective delegation enhances the efficiency of a school Principal.
Reason (R): Delegation allows the Principal to focus on strategic planning and complex problem-solving by offloading routine tasks.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. A common manager-related barrier to effective delegation is the "I can do it better myself" fallacy. This implies that the manager:
(A) Lacks trust in the capabilities of subordinates
(B) Wants to empower subordinates by setting high standards
(C) Is attempting to decentralize authority
(D) Is actively promoting a democratic leadership style

42. Which of the following is a subordinate-related barrier to delegation?
(A) Desire to dominate the organization
(B) Lack of a formal organizational structure
(C) Fear of criticism for mistakes
(D) Autocratic organizational culture

43. 'Time Management' for a school Principal is best achieved by focusing on tasks that are:
(A) Urgent but not important
(B) Neither urgent nor important
(C) Urgent and visible, regardless of long-term importance
(D) Important but not urgent (proactive planning)

44. In the Eisenhower Matrix for time management, quadrant II encompasses tasks that are 'Important but Not Urgent'. Which of the following school activities falls into this quadrant?
(A) Attending to an immediate and sudden medical emergency involving a student
(B) Dealing with non-essential and unnecessarily prolonged unscheduled phone calls
(C) Strategic institutional planning and staff training
(D) Submitting an urgent routine administrative report due within one hour

45. Consider the following statements regarding Time Management for managers:
I. The Pareto Principle suggests that 80% of results come from 20% of efforts.
II. Effective time management requires eliminating all delegation.
III. Time management involves prioritizing proactive tasks over reactive firefighting.
Which of the above statement(s) is/are correct?
(A) I and II (B) II and III

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(C) I and III (D) I, II, and III

46. As a 'change agent', a Principal's primary responsibility is to:
(A) Maintain the existing organizational status quo to preserve absolute institutional stability
(B) Systematically oppose new policies issued by administrative authorities to protect teaching staff
(C) Facilitate and implement pedagogical innovations within the school
(D) Completely outsource the operational responsibility of institutional change to external consultants

47. According to Kurt Lewin's Change Model, what are the three stages of the change process?
(A) Unfreeze, Change, Refreeze
(B) Plan, Do, Check
(C) Initiate, Implement, Evaluate
(D) Forming, Storming, Norming

48. A Principal wants to introduce an art-integrated learning approach across all classes. However, senior teachers are highly resistant, claiming it will consume too much syllabus time. The Principal decides to first hold workshops to demonstrate the benefits and alleviate fears. Which stage of Lewin's model is the Principal primarily executing?
(A) Refreezing
(B) Changing
(C) Terminating
(D) Unfreezing

49. In conflict management, the strategy where an individual seeks to satisfy their own interests at the expense of others is known as:
(A) Accommodating
(B) Competing
(C) Avoiding
(D) Compromising

50. Consider the following conflict resolution strategies according to the Thomas-Kilmann model:
I. Collaborating – Win-Win
II. Accommodating – Lose-Win
III. Avoiding – Lose-Lose
IV. Competing – Win-Lose
Which of the above pair(s) is/are correctly matched?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

51. The 'Collaborating' style of conflict resolution is best used when:
(A) Integrating different perspectives to reach a comprehensive solution
(B) The underlying issue is entirely trivial, routine, and not worth expending administrative time
(C) Immediate, assertive, and decisive action is strictly required during a major operational emergency
(D) One party explicitly desires to build goodwill and social credits for future negotiations

52. Managerial resource optimization in a school implies:
(A) Maximizing the daily instruction workload of teaching staff to minimize overall institutional costs
(B) Hoarding physical and instructional resources within storage to guarantee long-term availability
(C) Using human, financial, and physical resources efficiently with minimal waste
(D) Rapidly spending the entire annual departmental budget allocation to prevent year-end fund lapses

53. Which of the following correctly orders the steps of the problem-solving cycle?
(A) Identify problem → Generate alternatives → Analyze problem → Evaluate alternatives → Implement
(B) Analyze problem → Evaluate alternatives → Identify problem → Implement → Generate alternatives
(C) Generate alternatives → Identify problem → Evaluate → Analyze → Implement
(D) Identify problem → Analyze problem → Generate alternatives → Evaluate and choose → Implement

NODIA

54. Accountability of a manager in a public educational institution primarily entails:
(A) Maximizing financial gains and ensuring personal administrative profitability
(B) Being answerable to stakeholders for outcomes and lawful resource usage
(C) Unconditionally following all directives and demands issued by the local teachers' union
(D) Avoiding routine public scrutiny by

classifying major administrative decisions as confidential

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Transparency is a crucial element of accountability for a Principal in a public institution.
Reason (R): Transparency limits the discretionary power of the Principal, thereby ensuring that decisions are rule-bound and justified to stakeholders.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. What distinguishes 'Decentralization' from 'Delegation' in an organizational context?
(A) Decentralization represents an informal ad-hoc transfer of routine tasks, whereas delegation is a permanent structural assignment.
(B) Delegation transfers authority to a subordinate, while decentralization disperses authority organization-wide.
(C) Decentralization applies exclusively to fiscal and financial matters, whereas delegation applies solely to routine administrative tasks.
(D) There is no structural difference between the concepts as both management terms are completely synonymous in practice.

57. Which managerial principle states that a subordinate should receive orders from and be accountable to only one superior?
(A) Span of Control
(B) Unity of Command
(C) Unity of Direction
(D) Scalar Chain

58. The 'Span of Control' refers to:
(A) The physical area over which a manager has jurisdiction
(B) The financial limit up to which a manager can approve expenses
(C) The number of subordinates a manager can effectively supervise
(D) The duration of time a manager serves in one position

59. When a Principal systematically delegates routine administrative tasks to various committees but retains the final approval authority, this exemplifies:
(A) Management by Exception
(B) Autocratic Leadership
(C) Laissez-Faire Management
(D) Total Quality Management

60. A newly appointed Principal observes that the Vice-Principal is overwhelmed with paperwork, while junior coordinators have very little administrative responsibility. The Principal restructures duties, assigning specific academic monitoring tasks to the coordinators, along with the necessary authority to enforce compliance. Which managerial concept is the Principal applying?
(A) Conflict Resolution
(B) Delegation of Authority
(C) Informational Dissemination
(D) Programmed Decision-Making

61. In the context of decision-making, what is a 'Heuristic'?
(A) A cognitive shortcut used to simplify complex decisions
(B) A comprehensive, multi-variable mathematical model used for institutional resource optimization
(C) A formal legal and regulatory framework governing public state educational policy implementation
(D) A psychological or structural barrier that severely hinders effective interpersonal communication

62. Which of the following reflects the 'Negotiator' role of a manager during a conflict?
(A) Unilaterally forcing one of the involved conflicting parties to resign immediately
(B) Intentionally acting as a completely passive and detached administrative observer
(C) Formally publishing full written details of the conflict within the school's magazine
(D) Facilitating dialogue between parties to reach a mutual compromise

63. A school manager's capacity to recognize how various components of the school (academic, administrative, financial) interrelate and affect each other relies predominantly on:
(A) Technical skills
(B) Conceptual skills

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(C) Human skills
(D) Negotiating skills

64. The 'Exception Principle' in management dictates that:
(A) Managers address significant deviations from standards while subordinates handle routine matters
(B) Highly exceptional or top-performing employees should be completely exempt from normal disciplinary rules
(C) Every routine operational decision must be classified as an exception and escalated directly to top management
(D) Only extraordinary emergency circumstances justify the temporary formal delegation of managerial authority

65. Identify the incorrect pair regarding time management concepts:
(A) Procrastination – Delaying essential tasks
(B) Delegation – Offloading tasks to competent subordinates
(C) Pareto Principle – 80% of efforts yield 20% of results
(D) Time Audit – Tracking how time is spent to identify inefficiencies

66. When managing change, overcoming resistance is often achieved effectively through:
(A) Direct coercion, intimidation, and explicit threats of disciplinary action
(B) Education, communication, and stakeholder involvement
(C) Completely ignoring staff resistance in hopes that it eventually fades away
(D) Secretly implementing structural changes without issuing any prior notice

67. Which of the following is an external force that frequently demands the Principal to act as a change agent?
(A) The scheduled routine retirement of a senior departmental teacher
(B) New National Education Policy mandates
(C) Minor internal adjustments and alterations in the daily school timetable
(D) An isolated interpersonal dispute or conflict between two classroom students

68. The 'Accommodating' style of conflict resolution is characterized by:
(A) High assertiveness and high cooperativeness
(B) Low assertiveness and high cooperativeness
(C) High assertiveness and low cooperativeness
(D) Low assertiveness and low cooperativeness

69. Conflict in an organization is:
(A) Always destructive and must be eliminated
(B) Always constructive and should be encouraged continuously
(C) Inevitable and can be constructive if managed effectively
(D) An indicator of a complete breakdown of management

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Delegation is fundamentally a process of time management for a Principal.
Reason (R): By delegating operational duties, the Principal reallocates personal time toward strategic leadership and institutional planning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. A Principal sets up a School Management Committee (SMC) meeting to present the annual financial audit and discuss the utilization of government grants. This action is a direct fulfillment of the manager's role regarding:
(A) Enforcing formal internal employee disciplinary action
(B) Public accountability and transparency
(C) Direct technical skill deployment and operational management
(D) Intentional conflict generation among administrative committees

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72. Optimal resource utilization in a school environment primarily prevents:
(A) Active stakeholder and broader community participation
(B) Wastage of organizational capital and resources
(C) The ongoing need for long-term institutional strategic planning
(D) The systematic delegation of administrative authority to staff

73. When evaluating alternative solutions during decision-making, a manager must consider:
(A) Exclusively the short-term direct financial

cost of each proposed alternative
(B) Feasibility, effectiveness, and potential consequences
(C) The specific alternative that requires the absolute least amount of operational change
(D) Exclusively those specific alternatives that are explicitly preferred by top management

74. In organizational management, 'Groupthink' is a phenomenon where:
(A) Collaborative teams consistently produce highly innovative and divergent strategic solutions
(B) Desire for conformity leads to dysfunctional decision-making outcomes
(C) An entire working group formally delegates its collective decision-making authority to the Principal
(D) Organizational management successfully utilizes collective intelligence to reach optimal goals

75. Consider the following statements regarding the problem-solving framework:
I. Defining the problem accurately is often more important than the solution itself.
II. Treating the symptoms is the final step in effective problem-solving.
III. Root cause analysis prevents the recurrence of the problem.
Which of the above statement(s) is/are correct?
(A) I and II
(B) I and III
(C) II and III
(D) I, II, and III

76. In Mintzberg's framework, which role requires the manager to maintain a self-developed network of outside contacts and informers who provide favors and information?
(A) Figurehead
(B) Monitor
(C) Liaison
(D) Disseminator

77. Which of the following represents an informational barrier to decision-making?
(A) Deeply ingrained pre-existing personal biases of the school Principal
(B) Lack of accurate, timely, or relevant data
(C) Severely insufficient institutional financial resources and budget allocations
(D) Persistent active resistance originating from the recognized school staff union

78. Two senior teachers are in a persistent conflict over the allocation of the physics laboratory slots. The Principal decides to sit down with both, maps out their required practical sessions, and devises a new, flexible scheduling matrix that fully meets both their instructional needs. Which conflict management style has the Principal employed?
(A) Collaborating
(B) Avoiding
(C) Accommodating
(D) Compromising

79. The term 'Cost-Benefit Analysis' in the context of resource optimization refers to:
(A) Arbitrarily cutting all operational departmental costs regardless of negative impacts on educational quality
(B) Weighing expected institutional benefits against financial and time costs
(C) Systematically transferring the total operational cost of school maintenance directly to student fees
(D) Formally preparing the annual comprehensive financial balance sheet for review by external audit teams

80. Consider the following statements regarding effective delegation:
I. Assigning responsibility
II. Granting authority
III. Creating accountability
IV. Micromanaging execution
Which of the above are valid elements of the delegation process?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

81. Under the POSDCORB framework, 'Coordinating' in a school refers to:
(A) Directing instructional teachers strictly according to an established administrative manual
(B) Synchronizing actions across diverse departments to achieve institutional goals
(C) Formally preparing and submitting the comprehensive annual institutional budget report
(D) Recruiting and hiring qualified new teaching staff for the upcoming academic session

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82. Which of the following best defines a 'Strategic Decision' in a school context?
(A) Deciding the specific weekly nutritional menu items for the daily student mid-day meal program
(B) Establishing the long-term institutional vision and strategic direction
(C) Directly resolving an immediate student disciplinary issue involving two individuals fighting in corridors
(D) Routinely approving the requisition and purchase of essential library reference books for semesters

83. The failure of a Principal to delegate tasks often leads to:
(A) Increased organizational efficiency
(B) Subordinate empowerment
(C) Managerial bottleneck and burnout
(D) Enhanced strategic planning

84. A Principal who acts as a 'Monitor' (Informational role) is likely to:
(A) Systematically reviewing academic data and departmental circulars
(B) Formally distributing student excellence awards during the annual school foundation day ceremony
(C) Rendering a final decision regarding the formal suspension of a persistently indisciplined student
(D) Formally pitching a major infrastructure expansion proposal to local elected political representatives

85. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Technical skills become less critical as a manager ascends the organizational hierarchy.
Reason (R): Top-level managers rely more on conceptual skills to understand the organization as a whole and navigate its environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Which barrier to delegation is rooted in the organizational structure rather than the individual manager or subordinate?
(A) The individual manager's deep-seated personal fear of losing authority or importance
(B) Unclear chain of command and vague job descriptions
(C) The individual subordinate's severe lack of self-confidence and operational skill
(D) The manager's personal psychological desire for complete operational perfectionism

87. Upward accountability for a school Principal in the Directorate of Education implies being answerable to:
(A) The entire enrolled student body across all active academic grades
(B) The local statutory School Management Committee (SMC) representatives
(C) Zonal or District Deputy Directors of Education
(D) Surrounding local community leaders and participating parent groups

88. A Principal faces an audit objection indicating that sports funds were diverted to academic purchases without proper authorization. To resolve this, the Principal outlines a new internal financial tracking procedure and ensures strict compliance with General Financial Rules. In Mintzberg's terms, the Principal is acting as a:
(A) Disturbance Handler
(B) Figurehead
(C) Negotiator
(D) Spokesperson

89. 'Institutional Planning' is fundamentally an exercise in which managerial skill?
(A) Technical skill
(B) Conceptual skill
(C) Operational skill
(D) Clerical skill

90. Which decision-making model suggests that managers make decisions based on what has worked in the past (incremental changes) rather than comprehensive rational analysis?
(A) Rational-Economic Model
(B) Bounded Rationality Model
(C) Incremental Model
(D) Garbage Can Model

91. The primary distinction between the 'Disturbance Handler' and 'Negotiator' roles is that:
(A) The Disturbance Handler role is inherently proactive and external, whereas the

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Negotiator role is strictly reactive and purely internal.
(B) Disturbance Handlers deal with sudden crises, while Negotiators seek voluntary agreements.
(C) The Disturbance Handler relies predominantly on conceptual skills, whereas the Negotiator relies exclusively on specialized technical skills.
(D) The Disturbance Handler functions primarily as an informational role, while the Negotiator functions strictly as an interpersonal role.

92. A manager effectively utilizing 'Human Skills' will demonstrate high levels of:
(A) Exceptional precision in financial accounting and budget tracking
(B) High empathy, emotional intelligence, and communication skills
(C) Comprehensive practical knowledge of relevant legal statutes and codes
(D) Advanced competency in operational data analytics and statistical modeling

93. A primary cause of poorly programmed decisions in school administration is:
(A) Rigid over-reliance on overly complex Standard Operating Procedures
(B) Absence of clear policies and established precedents
(C) Unrestricted and excessive delegation of authority to administrative subordinates
(D) An excessive management focus on long-term institutional strategic planning

94. Time management matrices categorize tasks based on:
(A) Urgency and Importance
(B) Cost and Time
(C) Complexity and Simplicity
(D) Internal and External origin

95. The Principal of a secondary school decides to implement continuous competency-based assessment as mandated by recent educational policies. Recognizing that teachers are accustomed to rote-learning evaluations, the Principal organizes phased training, mentors the staff, and slowly shifts the evaluation criteria. Here, the Principal is successfully acting as a:
(A) Disturbance Handler
(B) Figurehead
(C) Change Agent
(D) Negotiator

96. Which of the following represents a 'Time Waster' that a Principal must minimize to optimize efficiency?
(A) Holding a brief, strictly agenda-driven departmental staff meeting
(B) Engaging in uninvited, non-productive social conversations
(C) Systematically reviewing the institutional strategic plan on a periodic basis
(D) Conducting structured clinical supervision and mentoring for a struggling teacher

97. Social accountability of a school manager is primarily operationalized through:
(A) The formal Annual Confidential Report (ACR) compiled periodically by higher administrative authorities
(B) Active participation of the School Management Committee (SMC)
(C) The mandatory statutory financial audit conducted by the Comptroller and Auditor General (CAG)
(D) The regular routine administrative and pedagogical inspections conducted by Zonal education authorities

98. When prioritizing tasks using the ABC analysis technique in time management, 'A' tasks represent:
(A) Minor routine tasks that carry minimal negative consequences if left temporarily undone
(B) Critical tasks requiring immediate completion
(C) Secondary operational tasks that can be easily and safely delegated to junior administrative staff
(D) Non-essential routine paperwork, administrative filing, and low-priority documentation

99. The statement "Authority can be delegated, but accountability cannot" is known as the principle of:
(A) Absolute Accountability
(B) Division of Labor
(C) Unity of Direction
(D) Scalar Chain

100. In summary, the comprehensive role of a Principal as a manager is to:
(A) Rigidly enforce strict administrative disciplinary codes and regulations upon all departmental teaching staff

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(B) Act merely as a passive communication conduit operating between the central Directorate of Education and staff
(C) Integrate managerial roles to optimize resources and achieve educational goals
(D) Focus exclusively on maintaining the physical infrastructural facilities and hardware of the school premises

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ANSWERS

1. (A) Working with and through others to achieve organizational goals efficiently
Educational management involves coordinating human and material resources to accomplish established organizational objectives efficiently. A manager directs personnel, aligns institutional functions, and optimizes available resources to ensure smooth administrative operations. This role focuses on working collaboratively with staff members rather than engaging solely in high-level policy formulation or direct instructional delivery in classroom settings.

2. (C) Interpersonal, Informational, and Decisional roles
Henry Mintzberg categorized managerial activities into ten distinct roles grouped under three primary categories: interpersonal, informational, and decisional. Interpersonal roles involve building relationships and maintaining organizational contacts. Informational roles focus on receiving, processing, and disseminating information across channels. Decisional roles encompass choosing courses of action, resolving administrative conflicts, allocating operational resources, and initiating strategic organizational changes.

3. (A) Liaison
In Mintzberg's managerial framework, interpersonal roles consist of figurehead, leader, and liaison. The liaison role centers on establishing and maintaining a network of external contacts, professional relationships, and informers outside the immediate vertical chain of command. This enables administrators to exchange valuable information, foster organizational collaboration, and build supportive alliances across broader educational and community networks.

4. (D) Figurehead
The figurehead role represents a core interpersonal function where an executive performs duties of a legal, ceremonial, or symbolic nature. Performing ceremonial obligations, such as presiding over official events, inaugurating campus functions, or handing out achievement certificates, symbolizes institutional authority and organizational representation. These activities reinforce organizational identity and social standing without involving direct strategic or operational decision-making.

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5. (B) Liaison
Building external connections with local community leaders, non-governmental agencies, and partner organizations represents the liaison role. Managers serve as horizontal conduits, establishing channels outside their formal vertical authority structure. This role allows institutional heads to cultivate external goodwill, secure supplementary resources, and maintain beneficial communication networks that support long-term organizational development and broader community integration.

6. (C) Directing, motivating, and developing subordinates to achieve institutional goals
Within Mintzberg's interpersonal category, the leader role focuses internally on managing relationships with subordinates. It includes activities such as hiring, training, motivating, guiding, and evaluating personnel. By directing administrative staff and teaching personnel, managers align individual capabilities with overarching organizational objectives, foster professional development, and create a productive work environment conducive to institutional success.

7. (D) Scanning internal and external environments to gather relevant information
The monitor role is an informational function in which a manager continuously seeks, collects, and scrutinizes internal and external data. By tracking administrative developments, educational trends, regulatory policy shifts, and performance metrics, the manager stays informed about institutional operations and external forces. This continuous environmental scanning enables proactive decision-making and provides vital intelligence for strategic planning.

8. (A) Shares official Directorate circulars on curriculum changes with school teachers
The disseminator role involves transmitting valuable information received from external sources or internal intelligence directly to

organizational members. Administrators fulfill this function when passing along official policy guidelines, regulatory circulars, curricular updates, or administrative decisions to staff members. This ensures that internal teams remain well-informed, aligned with state standards, and capable of implementing directives effectively across departments.

9. (B) Liaison – Transmits internal operational instructions to subordinate staff
Mintzberg's model distinguishes between interpersonal and informational roles. The liaison role belongs to the interpersonal category and centers on establishing external contact networks. Transmitting operational directives to internal subordinate staff reflects the internal communication function of informational roles, such as disseminator, or the direct internal management function of the leader role, rather than the liaison function.

10. (A) Both A and R are true and R is the correct explanation of A
Formal authority granted to a managerial position creates status, which establishes essential interpersonal roles like figurehead, leader, and liaison. These interpersonal connections enable the administrator to access diverse communication channels and gather critical organizational data. The acquired data then forms the foundation for informational roles, which in turn supply necessary insights for making informed strategic decisions.

11. (A) Spokesperson
An executive serves as a spokesperson when officially communicating information to external groups, public media, government agencies, or local community stakeholders. Presenting institutional developments, policies, academic performance reports, and organizational accomplishments to external entities ensures transparency and protects the public reputation of the institution, distinguishing this role from internal information dissemination to subordinate staff.

12. (C) Initiate voluntary changes and innovative projects to improve the school
In Mintzberg's framework, the entrepreneur role involves acting as a proactive voluntary change agent within the organization. Managers fulfilling this role actively identify opportunities, formulate creative projects, introduce modern pedagogical strategies, and implement structural innovations. They seek continuous improvement in institutional operations rather than merely reacting to external disruptions or maintaining standard operating procedures.

13. (D) Disturbance Handler
The disturbance handler role involves reacting decisively to unexpected operational disruptions, sudden administrative crises, or external conflicts that endanger organizational stability. When an unforeseen emergency arises, such as a staff strike, structural damage, or severe operational breakdown, the administrator must step in immediately to implement corrective measures, resolve the disruption, and restore normal functioning.

14. (C) Spokesperson
Mintzberg's model categorizes managerial roles into three distinct groups: interpersonal, informational, and decisional. The decisional category contains four specific roles: entrepreneur, disturbance handler, resource allocator, and negotiator. In contrast, the spokesperson role belongs to the informational category, as it focuses primarily on transmitting official institutional information, performance details, and policy plans to external parties.

15. (A) I and II
The figurehead role involves purely legal, symbolic, and ceremonial duties without direct operational decision-making power. The resource allocator role focuses on distributing organizational resources, including authorizing expenditures, scheduling equipment usage, and allocating staff time. Conversely, handling unexpected disruptions and operational crisis situations describes the disturbance handler role, while the entrepreneur role centers on voluntary innovation and improvement.

16. (D) Resource Allocator
The resource allocator role requires managers to make critical decisions regarding how organizational assets, money, time, facility space, and personnel are prioritized and distributed. Determining budget distribution among competing internal projects, such as investing funding into laboratory technology upgrades over office renovations, directly reflects this

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decisional responsibility to ensure institutional priorities receive adequate resources.

17. (A) Reaching an agreement with a publishing vendor for discounted library textbooks
The negotiator role involves representing the organization in formal discussions, bargaining sessions, or contract negotiations with external suppliers, contractors, unions, or other agencies. Reaching financial terms or contract agreements with commercial vendors for essential educational materials demonstrates this decisional role, where the manager acts to secure favorable operational outcomes and optimal terms for the institution.

18. (C) Entrepreneur
Fulfilling the entrepreneur role involves identifying operational gaps and voluntarily initiating new projects, programs, or organizational improvements. Proactively addressing institutional challenges by securing external partnerships, obtaining independent funding, and implementing specialized instructional programs exemplifies entrepreneurial action aimed at achieving continuous developmental improvement and positive structural change within the academic setting.

19. (A) Middle management
In broader public administrative structures, institutional heads serve as middle-level managers. They translate broad educational policies, strategies, and directives from top-level administrative authorities into operational actions. Simultaneously, they direct lower-level supervisory staff, department heads, and classroom teachers, effectively bridging macro-level systemic policy objectives with micro-level institutional execution and instructional oversight.

20. (D) P-1, Q-2, R-3, S-4
Technical skills center on proficiency in specific processes, procedures, and concrete operations, representing working with things. Human skills emphasize interpersonal relationships, motivation, and leadership, representing working with people. Conceptual skills involve strategic vision, abstract thinking, and systemic analysis, representing working with ideas. Diagnostic skills focus on evaluating administrative problems and analyzing operational symptoms.

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21. (D) Human skill
Robert Katz's skill framework identifies technical, human, and conceptual skills as three essential managerial competencies. While technical skill requirements decrease at higher management tiers and conceptual skill needs increase, human skills remain equally essential across all hierarchical levels. Because leaders at every level interact, motivate, communicate, and resolve conflicts with people, human skill consistency is necessary.

22. (B) Proficiency in specialized knowledge, methods, processes, and procedures related to education
Technical skills encompass specialized domain knowledge, operational methods, analytical techniques, and procedural expertise required to perform specific tasks. In educational institutions, technical competencies involve understanding pedagogical methodologies, curriculum design standards, administrative record-keeping systems, and instructional technologies. These concrete skills allow managers to supervise, evaluate, and assist staff members performing specialized operational activities.

23. (D) The need for conceptual skills increases while the need for technical skills decreases
According to Katz's managerial skill model, relative reliance on specific management skills shifts along organizational ranks. Operational managers rely heavily on technical skills for daily supervisory duties. As managers advance toward top-level executive positions, their operational tasks diminish, reducing technical skill requirements while increasing the necessity for conceptual skills to analyze complex relationships and manage institutional strategy.

24. (A) Align institutional goals with broader educational policies and societal needs
Conceptual skills enable top-level leaders to view an organization holistically, comprehending how internal components interact with external policy, economic, and social environments. High-level administrators require conceptual capabilities to analyze macro-level trends, formulate long-term strategic plans, align organizational missions with broader societal requirements, and ensure institutional sustainability within evolving legal frameworks.

25. (A) Both A and R are true and R is the correct explanation of A
Moving into administrative positions shifts a professional's primary responsibility from direct operational execution to administrative coordination, planning, and institutional management. While classroom instructors dedicate time directly to teaching activities, institutional leaders spend a higher proportion of time structuring organizational workflows, allocating resources, and setting policies to facilitate effective staff performance across departments.

26. (B) Counseling a burnt-out teacher and mediating a staff conflict
Human or interpersonal skills reflect an administrator's capacity to communicate effectively, build trust, motivate employees, and resolve interpersonal disagreements. Counseling struggling staff members, mitigating work burnout, and mediating internal disputes demonstrate these human skills directly, as they require emotional intelligence, active listening, and constructive conflict resolution rather than purely technical calculation or strategic modeling.

27. (C) Luther Gulick and Lyndall Urwick
The classical administrative acronym POSDCORB was coined by Luther Gulick and Lyndall Urwick in their 1937 paper on administrative management theory. Designed to outline essential functional duties of chief executives, POSDCORB summarizes primary management functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting, providing a comprehensive framework for public and institutional administrative operations.

28. (D) Reporting
In the POSDCORB framework created by Gulick and Urwick, the letter R stands explicitly for Reporting. Reporting encompasses keeping superior administrative authorities, internal staff, and relevant stakeholders continually informed about operational performance through routine administrative records, performance audits, progress reports, and structured documentation. This ensures full organizational transparency and operational accountability.

29. (B) Established rules, standard procedures, and routine applicability
Programmed decisions involve routine, repetitive administrative tasks handled through established organizational rules, regulations, policies, and standard operating procedures. Because these situations occur frequently with high predictability, administrators do not need to formulate new decision methodologies each time. Instead, they apply predefined guidelines to maintain administrative consistency, procedural efficiency, and systematic operational workflow.

30. (D) Programmed decision
Approving routine leave requests according to codified leave entitlement rules represents a programmed decision. Because established institutional procedures and clear regulatory parameters exist to evaluate eligibility, the administrator executes a standardized operational choice without requiring creative problem-solving, custom strategy formulation, or complex individual discretion, ensuring structured and uniform administrative actions.

31. (B) Top and middle managers dealing with unstructured, unique problems
Non-programmed decisions handle novel, complex, unstructured, and non-routine situations lacking predefined rules or established procedural guidelines. Managing these unique challenges typically falls upon top and middle management. Leaders must analyze dynamic variables, exercise experienced judgment, utilize conceptual thinking, and formulate custom strategic solutions to resolve unprecedented organizational problems or adapt to structural environmental shifts.

32. (C) Formulating a transition strategy for integrating vocational education
Formulating a transition plan for integrating novel programs like vocational education into an existing academic curriculum constitutes a non-programmed decision. Such strategic initiatives involve structural complexity, long-term operational impacts, and unstructured implementation challenges without pre-existing routine rulebooks, requiring administrators to evaluate alternatives, allocate strategic funding, and design custom organizational policies.

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33. (D) Identifying and defining the core problem
The classical rational decision-making framework follows a systematic, logical sequence. Identifying and clearly defining the core problem is the necessary initial step. Without accurately recognizing the underlying issue, root causes, and operational scope, administrators risk addressing superficial symptoms rather than the actual dilemma, which hinders subsequent efforts to generate, evaluate, and implement effective solution alternatives.

34. (B) Make decisions using simplified models that extract essential features from complex problems
Herbert Simon's concept of bounded rationality posits that decision-makers face cognitive limitations, incomplete information, time constraints, and processing boundaries. Consequently, managers rarely achieve perfect economic rationality or evaluate every possible solution. Instead, they rely on simplified mental models that isolate key problem characteristics, enabling them to make satisfactory, functional decisions within real-world administrative constraints.

35. (B) Problem-solving finds root causes and options, while decision-making chooses among options
Problem-solving and decision-making are related yet distinct administrative processes. Problem-solving is an analytical process focused on identifying underlying root causes, defining issues, and generating viable potential options. Decision-making is the specific judgmental step that evaluates those identified options and selects a definitive course of action to resolve the issue and achieve desired institutional outcomes.

36. (B) Evaluation and feedback
The evaluation and feedback phase forms the final critical stage of rational decision-making. During this phase, administrators monitor implementation outcomes, collect operational feedback, and measure performance results against established goals. This verification process determines whether the chosen action effectively resolved the original problem or if secondary adjustments, corrective interventions, or alternative strategies are required.

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37. (B) Assigning authority and responsibility to a subordinate for specific activities
Delegation of authority is an organizational mechanism where a manager assigns specific tasks and necessary decision-making power to subordinates. This downward transfer empowers staff to execute operational duties effectively. While operational authority and task responsibility are shared down the hierarchy, the delegating manager retains ultimate managerial accountability for ensuring overall outcomes conform to institutional standards and policy expectations.

38. (D) Principle of Parity of Authority and Responsibility
The parity principle states that authority and responsibility must correspond directly when delegating administrative tasks. If an employee is assigned responsibility for achieving specific operational goals, they must receive proportional decision-making authority to enforce directives and utilize resources. Granting responsibility without sufficient authority leads to operational frustration, whereas granting authority without clear responsibility encourages administrative misuse.

39. (C) No, accountability flows upward and cannot be entirely delegated
In management principles, authority and operational duties can be delegated down the hierarchy, but ultimate accountability remains non-delegable. Executives can hold subordinates accountable for completing delegated tasks, but top administrators remain answerable to external governing boards and education authorities for overall institutional performance, preventing total transfer or abdication of final institutional obligation and governance duties.

40. (A) Both A and R are true and R is the correct explanation of A
Delegation enhances executive efficiency by transferring routine operational tasks and administrative paperwork to competent staff members. Offloading routine duties frees significant administrative time, enabling leaders to focus on strategic long-term planning, institutional policy development, complex problem-solving, and organizational leadership, thereby optimizing overall institutional functioning and operational effectiveness across all departments.

41. (A) Lacks trust in the capabilities of subordinates
The manager-related barrier known as the fallacy of personal work perfectionism stems directly from a lack of trust in subordinate capabilities. Administrators holding this belief assume that delegating tasks will lead to inferior execution or errors. Consequently, they hoard routine operational duties, micromanage staff activities, create severe administrative bottlenecks, and increase personal workload burdens unnecessarily.

42. (C) Fear of criticism for mistakes
Subordinate-related barriers to delegation involve psychological and competency factors that cause staff members to resist taking on delegated authority. Fear of criticism or reprimand for potential mistakes makes subordinates hesitant to accept additional responsibility. This risk aversion, coupled with self-doubt, insufficient operational incentive, or inadequate training, leads employees to avoid independent decision-making tasks.

43. (D) Important but not urgent (proactive planning)
Effective executive time management prioritizes proactive, non-urgent yet highly important organizational activities. Concentrating time on long-term strategy, institutional planning, staff development, system improvement, and preventive maintenance minimizes operational crisis situations. By proactively addressing important tasks before they become urgent emergencies, managers achieve sustainable operational efficiency, reduce administrative stress, and enhance performance outcomes.

44. (C) Strategic institutional planning and staff training
In the Eisenhower Time Management Matrix, Quadrant II contains activities categorized as important but not urgent. These activities drive long-term organizational success, professional development, and structural capacity building. Strategic institutional planning, staff mentoring, curriculum development, and policy design belong in Quadrant II because they deliver significant value, require deliberate proactive scheduling, and prevent future operational crises.

45. (C) I and III
The Pareto Principle states that roughly 80% of achieved outcomes originate from 20% of prioritized efforts. Effective time management emphasizes focusing on high-impact proactive activities over reactive crisis management. Eliminating delegation is incorrect because effective delegation represents a primary strategy for optimizing managerial time, permitting leaders to assign routine duties while concentrating on high-value strategic responsibilities.

46. (C) Facilitate and implement pedagogical innovations within the school
Acting as a change agent requires a manager to lead, facilitate, and champion strategic transformation within an organization. Rather than preserving static routine or resisting policy shifts, a change agent identifies needed institutional improvements, introduces modern educational innovations, mentors staff members through structural shifts, and aligns school practices with modern pedagogical standards to enhance educational outcomes.

47. (A) Unfreeze, Change, Refreeze
Kurt Lewin's Change Model presents a classic three-stage framework for organizational transformation: Unfreeze, Change (or Move), and Refreeze. Unfreezing creates motivation for change by breaking down existing mindsets and status quo resistance. Changing involves introducing new behaviors, processes, or structures. Refreezing institutionalizes these adopted practices, establishing stability and embedding the new changes into organizational culture.

48. (D) Unfreezing
The unfreezing stage prepares organizational members for change by addressing psychological resistance, breaking down habitual mindsets, and building awareness of the change's necessity. Holding introductory workshops, addressing teacher concerns, demonstrating project benefits, and creating readiness prior to full implementation exemplify unfreezing, ensuring stakeholders understand the value of proposed pedagogical shifts before adopting new instructional methods.

49. (B) Competing
In conflict management frameworks, such as the Thomas-Kilmann model, competing represents an assertive and uncooperative orientation. Individuals utilizing a competing style pursue their own specific goals, interests, or positions at the direct expense of opposing parties. This style

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relies on formal authority, power, or coercive influence to force compliance, seeking a decisive win-lose outcome during organizational disputes.

50. (D) I, II, III, and IV
The Thomas-Kilmann Conflict Mode Instrument categorizes five strategies along assertiveness and cooperativeness dimensions. Collaborating reflects high assertiveness and cooperativeness (win-win). Accommodating pairs low assertiveness with high cooperativeness (lose-win). Avoiding combines low assertiveness and low cooperativeness (lose-lose). Competing combines high assertiveness with low cooperativeness (win-lose). Compromising represents intermediate assertiveness and cooperativeness across organizational contexts.

51. (A) Integrating different perspectives to reach a comprehensive solution
Collaborating is a conflict resolution approach requiring high assertiveness and high cooperativeness. It is best applied when addressing complex issues where diverse viewpoints, concerns, and insights need integration. By working openly with involved stakeholders, administrators can discover innovative, long-term solutions that fully satisfy all parties' underlying needs, building commitment and strengthening professional relationships across departments.

52. (C) Using human, financial, and physical resources efficiently with minimal waste
Resource optimization in management involves allocating and deploying human, physical, financial, and informational assets effectively to achieve maximum institutional output while minimizing waste and inefficiency. It focuses on strategic utilization, balanced workload distribution, accurate budget management, and operational productivity rather than hoarding assets, overworking personnel, or depleting funds rapidly without delivering measurable educational outcomes.

53. (D) Identify problem → Analyze problem → Generate alternatives → Evaluate and choose → Implement
The standard problem-solving cycle follows a logical sequence. The process begins with identifying the core problem, followed by analyzing its root causes and scope. Administrators then generate potential alternative solutions, evaluate those alternatives against criteria to select the optimal choice, and finally implement the chosen plan while monitoring implementation results to verify effectiveness across institutional operations.

54. (B) Being answerable to stakeholders for outcomes and lawful resource usage
Managerial accountability in public educational institutions entails being fully answerable to statutory authorities, governing bodies, students, parents, and community stakeholders. Administrators must demonstrate that public funds, infrastructure, and human resources are managed transparently, legally, and ethically. Accountability ensures administrative choices adhere strictly to regulatory mandates, policy standards, and measurable educational performance goals.

55. (A) Both A and R are true and R is the correct explanation of A
Transparency is an essential pillar of managerial accountability in administrative bodies. Providing open access to policy decisions, financial records, and resource allocations limits arbitrary executive discretion. By ensuring that operational decisions are rule-bound, objective, and clear to all stakeholders, transparency fosters institutional trust, deters corrupt practices, and provides justification for public fund utilization.

56. (B) Delegation transfers authority to a subordinate, while decentralization disperses authority organization-wide
Delegation refers to a specific, person-to-person transfer of authority and operational duties from a superior to a direct subordinate within a managerial relationship. In contrast, decentralization is a broader structural policy that systematically disperses decision-making authority across all levels, operating units, and autonomous divisions of an entire organization's administrative framework.

57. (B) Unity of Command
The principle of unity of command, formulated in classical management theory by Henri Fayol, dictates that each subordinate should receive administrative directives from, and be directly accountable to, only one immediate supervisor. This principle prevents conflicting orders, minimizes operational confusion, maintains clear reporting lines, and strengthens administrative

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efficiency within hierarchical organization structures.

58. (C) The number of subordinates a manager can effectively supervise
Span of control refers to the specific number of subordinates directly reporting to and supervised by a single manager. An appropriate span of control depends on task complexity, subordinate capability, and organizational structure. A narrow span involves few subordinates with close supervision, whereas a wide span encompasses many subordinates under a broader administrative framework.

59. (A) Management by Exception
Management by exception is an administrative control policy where executives delegate routine daily tasks to lower-level managers or staff committees, intervening only when significant deviations, operational exceptions, or non-standard performance issues arise. By retaining final authorization power while delegating standard duties, administrators conserve time and direct attention toward critical organizational challenges.

60. (B) Delegation of Authority
Reassigning administrative tasks, balancing employee workloads, and conferring proportional decision-making authority upon lower-level subject coordinators directly exemplifies the delegation of authority. By granting coordinators necessary authority alongside operational responsibility, the principal alleviates executive overload, optimizes resource management across departments, improves organizational efficiency, and actively develops leadership capabilities among subordinate staff.

61. (A) A cognitive shortcut used to simplify complex decisions
In decision-making theory, a heuristic is an intuitive cognitive shortcut, rule of thumb, or simplified mental process used to solve problems efficiently. Administrators utilize heuristics when making decisions under conditions of limited time, information, or processing capacity. While heuristics streamline administrative choices, they can occasionally introduce systematic cognitive biases into complex evaluations.

62. (D) Facilitating dialogue between parties to reach a mutual compromise
Acting as a negotiator in a conflict scenario requires an administrator to mediate between opposing parties, facilitate open dialogue, and help reach mutually acceptable trade-offs. The negotiator seeks balanced solutions that accommodate key concerns from all involved sides, restoring professional collaboration, preserving institutional harmony, and establishing workable agreements across conflicting groups.

63. (B) Conceptual skills
Conceptual skills enable leaders to view an organization as an integrated system, understanding how administrative, academic, and financial units interrelate. A manager with strong conceptual skills recognizes how changes in one department affect other areas and aligns separate institutional activities with the institution's overall strategic vision and overarching organizational performance goals.

64. (A) Managers address significant deviations from standards while subordinates handle routine matters
The exception principle in managerial control specifies that routine, operational decisions following established policies should be handled by lower-level subordinates. Senior administrators intervene only when exceptional circumstances, major variance from standards, or novel operational crises occur. This structural approach prevents executive overload, speeds up routine administrative decisions, and optimizes executive focus on strategic issues.

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65. (C) Pareto Principle – 80% of efforts yield 20% of results
The Pareto Principle, often known as the 80/20 rule, states that approximately 80% of achieved results or consequences stem from 20% of prioritized efforts or causes. Stating that 80% of efforts yield 20% of results misrepresents the core relationship. In effective time management, managers leverage this principle to identify and prioritize the vital few high-impact activities.

66. (B) Education, communication, and stakeholder involvement
Overcoming employee resistance during organizational change is achieved most effectively through clear communication, comprehensive professional education, and participatory

stakeholder involvement. By explaining reasons for change, addressing individual anxieties, involving staff in decision processes, and providing needed skills training, administrators reduce fear of the unknown, cultivate ownership, and build broad organizational support for structural innovations.

67. (B) New National Education Policy mandates
External forces driving organizational change consist of policy mandates, statutory regulations, technological advancements, and socio-economic shifts originating outside the institution. National education policy directives represent binding external drivers requiring administrators to act as change agents. Leaders must adapt institutional practices, revise curricula, update instructional methods, and restructure administrative processes to comply with state directives.

68. (B) Low assertiveness and high cooperativeness
The accommodating style in conflict resolution is characterized by low assertiveness and high cooperativeness. When employing this style, an individual neglects personal or administrative preferences to satisfy the concerns and expectations of opposing parties. This approach prioritizes relationship preservation, peace, and harmony over enforcing individual demands or pursuing specific institutional agendas.

69. (C) Inevitable and can be constructive if managed effectively
Organizational conflict is an inevitable feature of complex institutional environments where diverse individuals interact. Rather than being inherently negative, conflict can be constructive when managed effectively. Functional conflict stimulates creative problem-solving, exposes underlying operational inefficiencies, encourages critical thinking, and drives continuous improvement, whereas unmanaged conflict can disrupt productivity and damage staff relationships.

70. (A) Both A and R are true and R is the correct explanation of A
Delegation serves as a core time management tool for institutional executives. By systematically delegating routine administrative tasks and operational duties to competent subordinates, administrators reallocate their valuable working hours toward high-impact responsibilities, such as long-term strategic planning, policy development, instructional leadership, and organizational problem-solving, thereby maximizing personal productivity and institutional efficiency.

71. (B) Public accountability and transparency
Presenting financial audits, grant utilization details, and expenditure reports to statutory bodies, such as the School Management Committee, fulfills public accountability and transparency. Institutional administrators of public bodies must account for public funds, demonstrate compliance with government financial rules, and maintain open communication with community representatives to build stakeholder trust and regulatory compliance.

72. (B) Wastage of organizational capital and resources
Optimal resource utilization focuses on deploying human, financial, time, and physical capital in an efficient, streamlined manner. Effective management prevents resource duplication, squandering of public funds, physical material damage, and misallocation of staff efforts. By eliminating operational inefficiencies and waste, managers ensure maximum educational value and performance output from available institutional resources.

73. (B) Feasibility, effectiveness, and potential consequences
Evaluating alternative courses of action during decision-making requires examining feasibility, cost-effectiveness, alignment with objectives, and potential consequences. Administrators must assess whether available resources support each option, whether proposed actions solve the core problem, and what positive or negative impacts may arise across organizational departments, ensuring balanced and realistic decision outcomes.

74. (B) Desire for conformity leads to dysfunctional decision-making outcomes
Groupthink is a psychological phenomenon occurring within cohesive decision-making groups when the desire for unanimity, group harmony, or social conformity suppresses realistic evaluation of alternative solutions. Group members avoid expressing doubts or dissenting opinions, leading to faulty consensus, impaired critical analysis, incomplete information processing, and

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flawed administrative decision outcomes across organizations.

75. (B) I and III
Accurately defining the root problem is essential in problem-solving, as misidentifying issues leads to wasted effort. Root cause analysis identifies underlying factors driving problems, preventing recurring operational failures. Treating superficial symptoms without addressing core causes is inefficient and counterproductive, making symptom suppression an invalid final step in sound management problem-solving methodology.

76. (C) Liaison
The liaison role in Mintzberg's managerial framework requires administrators to build and maintain a self-developed network of external contacts, allies, and informers outside the formal scalar chain. These external connections provide valuable information, strategic intelligence, and mutual favors that enhance organizational functioning, distinguish liaison duties from internal leadership, and complement formal administrative channels.

77. (B) Lack of accurate, timely, or relevant data
Informational barriers to decision-making arise specifically when administrative decision-makers lack access to accurate, complete, timely, or relevant operational data. Inadequate institutional data, information overload, distorted communication channels, or delayed reporting severely impede sound analysis, forcing administrators to rely on incomplete insights or flawed assumptions when choosing organizational courses of action.

78. (A) Collaborating
The principal demonstrates a collaborating style by bringing conflicting parties together, analyzing individual session needs, and co-creating a new flexible timetable that fully satisfies both teachers' requirements. Collaborating represents a win-win approach that addresses underlying concerns through open communication, mutual problem-solving, and integrative solutions without requiring either party to compromise essential instructional objectives.

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79. (B) Weighing expected institutional benefits against financial and time costs
Cost-benefit analysis is an analytical resource optimization tool used to evaluate administrative projects or investments. It involves quantifying and comparing total projected financial, temporal, and operational costs against anticipated qualitative and quantitative institutional benefits. This systematically determines whether proposed investments deliver sufficient educational return to justify allocating limited institutional resources.

80. (A) I, II, and III
Effective delegation comprises three foundational administrative elements: assigning specific operational duties or tasks, conferring matching decision-making authority, and establishing accountability for performance outcomes. Micromanaging execution directly undermines delegation, as delegating requires granting subordinates operational autonomy to execute tasks independently without intrusive executive oversight, preserving efficiency and fostering professional staff development.

81. (B) Synchronizing actions across diverse departments to achieve institutional goals
In the POSDCORB framework, coordinating involves interconnecting and harmonizing different organizational divisions, functional departments, and administrative activities to work smoothly toward shared goals. In an educational organization, coordinating synchronizes academic schedules, administrative functions, resource allocation, and support services, ensuring harmonious interdepartmental cooperation, eliminating operational overlaps, and facilitating cohesive institutional performance across departments.

82. (B) Establishing the long-term institutional vision and strategic direction
Strategic decisions are broad, non-programmed, high-level administrative choices that shape an organization's long-term vision, core mission, and future strategic trajectory. These decisions involve high complexity, significant resource commitments, and structural impacts. Establishing institutional vision and long-term policies exemplifies strategic decision-making, distinguishing it from short-term tactical adjustments or routine operational tasks.

83. (C) Managerial bottleneck and burnout
When an administrator fails to delegate tasks effectively, routine duties accumulate at the executive level, creating severe decision-making bottlenecks. Reluctance to delegate forces the manager to focus on minor administrative tasks, leading to personal work burnout, delayed decision execution, reduced operational responsiveness, and diminished capacity to engage in proactive long-term institutional planning.

84. (A) Systematically reviewing academic data and departmental circulars
The monitor role requires administrators to actively gather, analyze, and inspect operational data, internal academic performance reports, and external policy circulars. By systematically reviewing academic performance metrics, regulatory updates, and departmental reports, the manager stays thoroughly informed regarding organizational status, identifies emerging operational trends, and acquires vital intelligence needed for effective institutional decision-making.

85. (A) Both A and R are true and R is the correct explanation of A
As managers ascend hierarchical tiers, reliance on specialized technical skills diminishes while the demand for conceptual skills increases. Executive management requires analyzing overall organization dynamics, understanding system interrelationships, formulating long-term strategies, and navigating complex external environments, shifting focus away from direct technical supervision toward holistic organizational guidance and strategic planning.

86. (B) Unclear chain of command and vague job descriptions
Organizational barriers to delegation stem from structural defects rather than personal psychological traits of managers or subordinates. Ambiguous organizational structures, ill-defined lines of authority, vague job descriptions, and absent delegation guidelines create confusion regarding task ownership. These structural deficiencies prevent systematic delegation by making authority boundaries unclear across institutional departments.

87. (C) Zonal or District Deputy Directors of Education
Upward administrative accountability requires institutional heads to report to higher structural authorities within the formal public administration hierarchy. Within public education structures, institutional managers are directly answerable to regional supervisory officials, such as Zonal or District Deputy Directors of Education, ensuring regulatory compliance, administrative alignment, accurate reporting, and adherence to state policy mandates.

88. (A) Disturbance Handler
Addressing audit objections, rectifying financial irregularities, and establishing corrective administrative procedures reflects the disturbance handler role. When faced with unexpected compliance breaches or external audit disruptions that threaten regulatory standing, administrators must take immediate corrective action, establish financial controls, and resolve operational compliance issues to safeguard the institution's financial and regulatory integrity.

89. (B) Conceptual skill
Institutional planning requires administrators to formulate long-term goals, assess environmental opportunities and constraints, and integrate diverse organizational departments into a unified operational strategy. This process relies heavily on conceptual skills, enabling leaders to think abstractly, analyze systemic relationships, anticipate future organizational needs, and align overall institutional activities with overarching educational policy goals.

90. (C) Incremental Model
Charles Lindblom's Incremental Model of decision-making suggests that managers solve organizational problems by making small, step-by-step adjustments to existing policies rather than conducting comprehensive rational analyses. Administrators build upon past experiences and proven historical practices, making marginal operational modifications to minimize risk, avoid drastic structural disruptions, and manage complex decision environments effectively.

91. (B) Disturbance Handlers deal with sudden crises, while Negotiators seek voluntary agreements
The disturbance handler and negotiator roles differ in origin and nature of action. Disturbance handlers act reactively to handle involuntary

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operational disruptions, sudden administrative crises, or unexpected conflict events that threaten stability. In contrast, negotiators engage in structured, voluntary interactions to bargain, compromise, and establish mutually acceptable formal agreements or contracts across internal and external groups.

92. (B) High empathy, emotional intelligence, and communication skills
Human skills reflect an administrator's capacity to interact effectively with individuals and team members. High levels of human skill are demonstrated through empathy, active listening, clear interpersonal communication, conflict resolution expertise, and emotional intelligence. These competencies enable managers to motivate staff, build trust, facilitate teamwork, and maintain positive interpersonal relationships across organizational units.

93. (B) Absence of clear policies and established precedents
Programmed decisions rely on established organizational policies, clear procedural rules, and documented administrative precedents to handle routine tasks efficiently. In the absence of standardized policies or administrative guidelines, managers are forced to handle routine operational choices as unstructured problems, resulting in inconsistent administrative decisions, operational delays, and inefficient management across school departments.

94. (A) Urgency and Importance
Time management frameworks, such as the Eisenhower Matrix, classify administrative tasks along two primary dimensions: urgency and importance. Urgency indicates the degree to which a task requires immediate attention, while importance reflects the task's contribution to long-term institutional goals and strategic values. Categorizing tasks using these dimensions helps administrators prioritize high-value activities effectively.

95. (C) Change Agent
Introducing statutory educational shifts, conducting staff workshops, mentoring teachers through professional transitions, and gradually shifting instructional evaluation methods exemplifies the role of a change agent. Change agents lead organizational adaptation, manage stakeholder resistance, align school practices with modern policy frameworks, and ensure smooth implementation of innovative pedagogical methods within an institution.

96. (B) Engaging in uninvited, non-productive social conversations
In time management theory, time wasters are low-value, non-productive activities that consume executive working hours without contributing to organizational goals. Engaging in lengthy, uninvited social conversations represents an operational time waster. Minimizing unorganized disruptions permits administrators to protect working schedules and redirect effort toward critical planning, staff development, and institutional leadership.

97. (B) Active participation of the School Management Committee (SMC)
Social accountability refers to the mechanisms through which institutional managers remain answerable to community members, parents, and local civic stakeholders. Participating actively in statutory bodies, such as the School Management Committee, operationalizes social accountability by involving community representatives in institutional governance, reviewing development plans, monitoring fund usage, and fostering public trust in school administration.

98. (B) Critical tasks requiring immediate completion
In ABC time management prioritization, 'A' tasks represent top-priority, critical activities that carry urgent deadlines and major administrative consequences if left uncompleted. Executives must handle these essential tasks personally and immediately before addressing 'B' tasks, which carry moderate importance, or 'C' tasks, which represent minor routine paperwork and secondary administrative duties.

99. (A) Absolute Accountability
The principle of absolute accountability states that while an administrator can delegate formal decision-making authority and task responsibility to subordinate employees, ultimate managerial accountability cannot be delegated away. Senior leaders remain completely answerable to higher administrative authorities and governing boards for final operational performance, compliance standards, and organizational outcomes across all departments.

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100. (C) Integrate managerial roles to optimize resources and achieve educational goals

The overall role of an institutional manager requires integrating interpersonal, informational, and decisional roles to direct operations effectively. By coordinating human and physical resources, facilitating professional development, maintaining active stakeholder communication, and executing sound strategic decisions, managers optimize institutional efficiency and successfully accomplish primary educational goals within dynamic organizational environments.

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CHAPTER 03
Leadership: Tasks and Styles

1. According to the foundational definitions of organizational behavior, which of the following best represents the primary focus of leadership as opposed to management?
(A) Maintaining operational consistency and predictability
(B) Influencing and inspiring a group toward achieving a shared vision
(C) Formulating detailed budgets and timelines
(D) Organizing staffing requirements and monitoring adherence to rules

2. Warren Bennis famously distinguished between leaders and managers. Which of the following statements inaccurately reflects this distinction?
(A) The manager administers; the leader innovates
(B) The manager focuses on systems and structure; the leader focuses on people
(C) The manager asks how and when; the leader asks what and why
(D) The manager challenges the status quo; the leader accepts it

3. In the context of the core tasks of a school leader, 'vision building' primarily involves:
(A) Collaboratively establishing a compelling future direction for the school
(B) Drafting the daily operational timetable for the academic year
(C) Ensuring compliance with the Directorate of Education's financial guidelines
(D) Allocating specific teaching periods to subject-specific faculty

4. A newly appointed Principal observes that the teaching staff operates in isolated silos and rarely collaborates. To address this, the Principal decides to restructure the weekly timetable to include common planning periods and initiates cross-departmental peer observations. This scenario best illustrates which core task of a leader?
(A) Goal setting
(B) Conflict resolution
(C) Team building
(D) Routine administration

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5. Identify the correct pair regarding the phases of team building as proposed by Bruce Tuckman:
(A) Norming – Roles are established, and the team begins to work cohesively
(B) Forming – High levels of conflict and competition among team members
(C) Storming – Members are polite, anxious, and look to the leader for direction
(D) Performing – The team disbands after accomplishing the established goals

6. Consider the following statements regarding the decision-making task of an educational leader:
I. Effective decision-making relies exclusively on the leader's intuition and experience.
II. Involving stakeholders in decision-making increases the acceptability and ownership of the decision.
III. Programmed decisions are typically used for unstructured, novel situations.
Which of the above statements is/are correct?
(A) I and II only
(B) II only
(C) II and III only
(D) I, II and III

7. When a Principal uses the 'collaborative' style of conflict resolution among disagreeing staff members, the primary objective is to:
(A) Reach a quick mutual compromise where both parties willingly give up something
(B) Achieve a mutually beneficial win-win outcome satisfying both parties
(C) Assert decisive administrative authority to end the dispute immediately
(D) Downplay the existing conflict and allow the parties to resolve it over time

8. In organizational leadership, motivating followers involves understanding their needs. According to Herzberg's Two-Factor Theory, which of the following is considered a 'motivator' rather than a 'hygiene factor' in a school environment?
(A) Physical working conditions and comfort of

the staff room
(B) Base salary structure and financial benefits of teachers
(C) Formal recognition for innovative teaching performance
(D) Administrative policies and governance of the school

9. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Goal setting is a critical task for a school leader because it provides direction and measurable targets for the institution.
Reason (R): Goals that are vague and open-ended generate higher motivation among teachers than specific, time-bound goals.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

10. Which of the following is a key characteristic of the autocratic leadership style?
(A) Power and decision-making are highly centralized in the leader
(B) Decision-making authority is delegated to the lowest possible level
(C) The leader seeks consensus before implementing any new policy
(D) Followers have complete autonomy to define their own work processes

11. An autocratic leadership style is most likely to be advantageous in which of the following school situations?
(A) Designing a long-term strategic vision for the school
(B) Managing a sudden crisis, such as a fire or security threat
(C) Developing a creative art-integrated curriculum
(D) Conducting a performance appraisal to encourage professional growth

12. A major disadvantage of a purely autocratic leadership style in a school setting is that it often leads to:
(A) Slow and delayed decision-making processes
(B) High dependency on the leader and low staff morale
(C) Lack of clear direction and role ambiguity among staff
(D) Excessive conflict due to multiple competing viewpoints

13. Which of the following best describes the democratic (participative) leadership style?
(A) Involving team members in decision-making while retaining final authority
(B) Avoiding decision-making responsibilities and leaving all work matters to staff
(C) Making organizational decisions independently but explaining the rationale to staff
(D) Demanding strict operational compliance with directives without inviting feedback

14. Consider the following statements regarding the democratic leadership style:
I. It fosters a high level of commitment and job satisfaction among teachers.
II. It is the most efficient style when rapid, immediate action is required.
III. It encourages the sharing of diverse ideas and perspectives.
IV. It requires a leader who is secure enough to share power.
Which of the above statements are correct?
(A) I, II and III
(B) I, III and IV
(C) II, III and IV
(D) I, II, III and IV

15. A senior secondary school Principal delegates the entire process of organizing the annual cultural fest to the student council and the cultural committee, providing no direction unless explicitly asked. The Principal's behavior exemplifies which leadership style?
(A) Autocratic
(B) Democratic
(C) Transactional
(D) Laissez-faire

16. The Laissez-faire leadership style is generally considered effective only when:
(A) The organization is navigating a sudden and major structural institutional crisis
(B) The followers are newly hired recruits who lack basic institutional knowledge
(C) The team consists of highly skilled, self-motivated, and expert staff
(D) The school is consistently failing to satisfy

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basic baseline academic standards

17. In a comparative analysis of the three classical leadership styles, which style is most strongly associated with generating high quantity of output but lower quality and high levels of hostility in the absence of the leader?
(A) Democratic
(B) Autocratic
(C) Laissez-faire
(D) Bureaucratic

18. Transactional leadership is fundamentally based on:
(A) Transforming the personal values, core beliefs, and long-term aspirations of followers
(B) Providing a compelling strategic vision that transcends the immediate needs of followers
(C) Relinquishing formal administrative authority and relying on innate team motivation
(D) An exchange process of rewarding followers for meeting performance criteria

19. According to Bass's theory, which of the following is NOT a characteristic dimension of Transactional Leadership?
(A) Idealized Influence
(B) Contingent Reward
(C) Management by Exception (Active)
(D) Management by Exception (Passive)

20. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Transformational leaders are often highly effective in facilitating organizational change.
Reason (R): Transformational leaders inspire followers to transcend their own self-interest for the good of the organization.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

21. The dimension of transformational leadership known as 'Intellectual Stimulation' involves:
(A) Encouraging followers to question assumptions and reframe old problems in new ways
(B) Acting as an exemplary ethical role model who is genuinely admired and respected by followers
(C) Articulating ambitious high expectations and inspiring all followers through a shared vision
(D) Paying direct personal attention to each individual follower's needs for growth and achievement

22. Identify the incorrect pair regarding transformational leadership dimensions:
(A) Idealized Influence – Serving consistently as an exemplary charismatic role model to all followers
(B) Inspirational Motivation – Articulating an appealing, high-minded, and deeply inspiring vision
(C) Intellectual Stimulation – Promoting creative thinking, innovation, and problem-solving among staff
(D) Individualized Consideration – Punishing followers immediately when operational errors occur

23. The fundamental difference between transactional and transformational leadership is that:
(A) Transactional leadership prioritizes long-term institutional goals, whereas transformational leadership prioritizes immediate short-term operational tasks
(B) Transactional leadership relies on formal authority and rewards, whereas transformational leadership inspires and develops followers
(C) Transactional leadership actively encourages bold risk-taking, whereas transformational leadership emphasizes strictly maintaining the status quo
(D) Transactional leadership is inherently participative, whereas transformational leadership is strictly autocratic and directive in execution

24. A newly promoted Vice-Principal adopts a strict approach where teachers who fail to submit their lesson plans on time receive a formal written warning, and those who meet all deadlines are given preferred duty rosters. This scenario best illustrates:
(A) Distributed leadership
(B) Servant leadership
(C) Transactional leadership

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(D) Transformational leadership

25. Situational Leadership Theory, developed by Hersey and Blanchard, asserts that effective leadership depends primarily on:
(A) The enduring, unchanging personal traits and behavioral attributes of the leader
(B) The formal institutional hierarchy and administrative structure of the school
(C) The natural charismatic appeal and personal influence of the leader upon the community
(D) The readiness or maturity level of followers performing a specific task

26. In the Hersey-Blanchard Situational Leadership model, when followers are 'unable but willing' (low competence, high commitment), the most appropriate leadership style is:
(A) Selling (High task, High relationship)
(B) Telling (High task, Low relationship)
(C) Participating (Low task, High relationship)
(D) Delegating (Low task, Low relationship)

27. Participative leadership is often criticized in educational settings primarily because:
(A) It significantly decreases general teacher morale, commitment, and job satisfaction
(B) It can be overly time-consuming and may delay critical decisions
(C) It routinely causes the Principal to hoard critical organizational information
(D) It strictly restricts institutional communication to a rigid top-down approach

28. Which of the following is the defining feature of the Bureaucratic leadership style, as conceptualized by Max Weber?
(A) Leadership is derived primarily from compelling personal charm, emotional connection, and magnetism
(B) Leadership relies on a strict set of rules, policies, and hierarchical structure
(C) Leadership focuses entirely on removing work obstacles to support employees in achieving goals
(D) Leadership emerges naturally and organically from within the group without formal appointment

29. Consider the following statements regarding Servant Leadership in schools:
I. The leader prioritizes the growth and well-being of the teachers and students above all else.
II. The leader views themselves as a 'first among equals' rather than a traditional boss.
III. Empathy, listening, and stewardship are core characteristics.
Which of the above statements are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

30. Which of the following scenarios best exemplifies Distributed Leadership in a school?
(A) The Principal delegates the execution of sports day to physical education staff while retaining all financial decision-making power
(B) The Principal publishes and distributes a comprehensive compliance manual to mandate strict adherence to daily procedures across all staff
(C) Leadership is stretched across multiple individuals through collaborative teams of teachers and staff
(D) The Principal arbitrarily assigns administrative operational duties to teaching staff members without evaluating their individual professional expertise

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31. Charismatic leadership differs from Transformational leadership in that:
(A) Charismatic leadership focuses primarily on strict rule enforcement, whereas transformational leadership centers on transactional reward structures
(B) Charismatic leadership is inherently distributed across multiple team members, whereas transformational leadership remains strictly concentrated in a single individual
(C) Charismatic leadership emphasizes long-term structural institutional stability, whereas transformational leadership prioritizes incremental administrative adjustments
(D) Charismatic leadership relies on personal charm, whereas transformational leadership builds organizational capacity

32. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Distributed leadership is synonymous with simple delegation of tasks by the Principal.
Reason (R): In distributed leadership, expertise is recognized across the school community, and leadership practice is a product of interactions

between leaders, followers, and their situation.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

33. The concept of 'Instructional Leadership' is highly specific to education. According to Philip Hallinger's model, which of the following is NOT one of the core dimensions of instructional leadership?
(A) Clearly defining and communicating the foundational school mission
(B) Maximizing financial profits for institutional stakeholders
(C) Managing and coordinating the core academic instructional program
(D) Promoting a highly positive and supportive school learning climate

34. A Principal spends significant time observing classes, providing formative feedback on pedagogical techniques, and aligning the curriculum across grade levels. This Principal is primarily demonstrating:
(A) Bureaucratic leadership
(B) Laissez-faire leadership
(C) Transactional leadership
(D) Instructional leadership

35. Choosing the appropriate leadership style depends on multiple factors. According to the Tannenbaum-Schmidt Continuum, a leader's choice of style is influenced by forces in the leader, forces in the subordinates, and:
(A) Forces in the situation
(B) Forces in the financial market
(C) Forces in the political system
(D) Forces in the legal framework

36. School culture and school climate are often used interchangeably, but they differ conceptually. Which statement correctly distinguishes the two?
(A) Climate refers to deeply rooted organizational assumptions and values, whereas culture refers to temporary, easily measurable staff sentiments and attitudes
(B) Culture represents a short-term operational phenomenon, whereas school climate requires decades of shared history and institutional practice to establish
(C) Culture is the school's shared beliefs and traditions, while climate is the current mood and feelings of staff
(D) Culture is entirely defined by physical school infrastructure, whereas climate is exclusively determined by standardized academic performance outcomes

37. Consider the following characteristics of a toxic school culture:
I. Teachers blame students or parents for poor academic outcomes.
II. There is a strong emphasis on collaborative professional learning.
III. Staff members form hostile cliques and resist any change initiatives.
IV. Mistakes are viewed as opportunities for growth rather than grounds for punishment.
Which of the above reflect a toxic school culture?
(A) I and III only
(B) II and IV only
(C) I, II and III
(D) I, III and IV

38. Robert Kelley identified several styles of followership. A follower who is highly independent and critical in their thinking, but passive in carrying out their role (often cynical or disgruntled), is classified as a(n):
(A) Conformist follower
(B) Pragmatic survivor
(C) Exemplary (Effective) follower
(D) Alienated follower

39. A Principal faces a situation where the school's results have plummeted, the staff is highly demotivated, and discipline is breaking down. The Principal calls a meeting, clearly defines new non-negotiable rules for attendance, sets immediate academic targets, and closely monitors compliance. Which classical style is the Principal employing to stabilize the situation?
(A) Laissez-faire
(B) Autocratic
(C) Democratic
(D) Servant

40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The quality of followership in a school directly impacts the effectiveness of the

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Principal's leadership.
Reason (R): Leadership is a co-constructed process, and effective followers provide constructive feedback and active support to achieve organizational goals.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. Which sequence best represents the logical progression of steps a school leader should take in institutional goal setting?
(A) Assess current status → Formulate action plans → Set broad goals → Define specific objectives → Review outcomes
(B) Set broad goals → Assess current status → Formulate action plans → Define specific objectives → Review outcomes
(C) Assess current status → Set broad goals → Define specific objectives → Formulate action plans → Review outcomes
(D) Formulate action plans → Set broad goals → Assess current status → Review outcomes → Define specific objectives

42. In organizational conflict management, the 'Accommodating' style is characterized by:
(A) Low assertiveness and high cooperativeness
(B) High assertiveness and high cooperativeness
(C) High assertiveness and low cooperativeness
(D) Low assertiveness and low cooperativeness

43. When a leader acts as a 'vision builder', they must ensure that the vision is:
(A) Kept confidential among the senior management team to avoid resistance
(B) Shared, understood, and owned by the entire school community
(C) Highly complex and articulated using advanced academic jargon
(D) Changed every academic term to keep the staff alert

44. A key distinction between 'delegation' and 'distributed leadership' is that:
(A) Delegation empowers specific individuals to create novel organizational roles, whereas distributed leadership restricts teachers strictly to pre-existing formal roles
(B) Delegation is a top-down task assignment, while distributed leadership is an emergent practice based on expertise
(C) Delegation completely transfers ultimate legal accountability, whereas distributed leadership retains full operational accountability solely with the Principal
(D) Delegation constitutes a permanent administrative arrangement, whereas distributed leadership functions exclusively as a temporary project-based measure

45. Identify the incorrect statement regarding the 'Participative' leadership style:
(A) It is highly effective when followers are uneducated and lack relevant skills
(B) It helps in developing the leadership capacity of subordinates
(C) It enhances intrinsic motivation by giving followers a voice
(D) It often requires more time to reach a final decision compared to directive styles

46. Consider the following statements regarding the role of a leader in motivating followers, based on Vroom's Expectancy Theory:
I. The leader must ensure that followers believe their effort will lead to successful performance.
II. The leader must ensure that successful performance will lead to a specific outcome or reward.
III. The leader must ensure that the reward is valued by the followers.
Which of the above statements constitute the core components of Expectancy Theory (Expectancy, Instrumentality, Valence)?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

47. Which of the following is a primary characteristic of a 'Bureaucratic' school administrator?
(A) Allowing teaching staff to routinely bypass statutory record-keeping and administrative requirements in order to foster pedagogical creativity
(B) Making informal, selective exceptions to standardized recruitment rules and procedures based on personal interpersonal rapport
(C) Focusing primarily on articulating a high-level transformational vision while neglecting

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essential daily administrative operational protocols
(D) Emphasizing strict compliance with statutory education acts and regulatory rules over personal staff preferences

48. A significant limitation of the Bureaucratic leadership style is that it often leads to:
(A) Chaotic, unstructured, and highly unpredictable daily organizational operations
(B) Extreme emotional dependency of followers on the personality of the Principal
(C) Inflexibility and resistance to innovative pedagogical changes
(D) Excessive and unregulated delegation of administrative financial authority

49. A school Principal notices that the workload of examination evaluation is causing severe stress among the teaching staff. The Principal decides to personally share the evaluation load, procures better amenities for the evaluation room, and advocates for a longer deadline from the Directorate. This behavior most closely aligns with:
(A) Charismatic leadership
(B) Servant leadership
(C) Bureaucratic leadership
(D) Autocratic leadership

50. In the context of decision-making, 'bounded rationality' means that a leader:
(A) Making completely irrational choices because cognitive processes are fully overwhelmed by emotional bounds and personal biases
(B) Possessing complete, perfect information across all parameters and selecting the absolute optimal choice in every situation
(C) Delegating all complex rational decision-making responsibilities exclusively to an internal bounded administrative committee
(D) Deciding within cognitive and information limits, resulting in satisficing

51. Which of the following statements best describes 'Management by Exception (Passive)' in transactional leadership?
(A) The leader intervenes only after standards have not been met or problems have become severe
(B) The leader actively monitors work for deviations from rules and takes corrective action immediately
(C) The leader proactively sets targets and provides contingent rewards for success
(D) The leader completely abandons responsibilities and avoids making decisions

52. Contingency Theory, proposed by Fred Fiedler, suggests that leadership effectiveness depends on the match between the leader's style and the degree to which the situation gives the leader control. Fiedler categorized leadership styles primarily as:
(A) Democratic or Autocratic participatory styles
(B) Transformational or Transactional exchange styles
(C) Task-oriented or Relationship-oriented
(D) Visionary or Managerial institutional styles

53. Which of the following is a potential danger of highly Charismatic leadership in an educational institution?
(A) Followers become overly dependent, paralyzing the organization when the leader leaves
(B) It routinely generates excessive administrative overhead and burdensome bureaucratic paperwork
(C) It forces the entire school community into a highly rigid, inflexible, and rule-bound structure
(D) It leads directly to excessive and uncoordinated decentralization of decision-making power

54. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Instructional leadership focuses heavily on curriculum, instruction, and assessment.
Reason (R): The primary mandate of a school is student learning and academic achievement.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

55. Identify the incorrect statement regarding the core tasks of an educational leader:
(A) Goal setting must align with the broader educational policies and community needs

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(B) Team building is a one-time task completed at the beginning of the academic year
(C) Conflict resolution involves recognizing the root causes of disputes rather than just treating symptoms
(D) Motivating followers requires recognizing both intrinsic and extrinsic drivers of behavior

56. Consider the following aspects of Distributed Leadership in schools:
I. It focuses on leadership as a practice rather than a position.
II. It assumes that leadership functions are spread over multiple individuals.
III. It relies on the interaction between leaders, followers, and the situation.
IV. It eliminates the need for a formal Principal or Head of School.
Which of the above statements are correct?
(A) I, II and III
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

57. A Principal wants to improve the pedagogical skills of the faculty. Instead of mandating a single teaching method, the Principal identifies master teachers within the school, empowers them to lead Professional Learning Communities (PLCs), and provides them time to mentor peers. This scenario is a practical application of:
(A) Purely transactional leadership approach
(B) Strictly autocratic leadership approach
(C) Passive laissez-faire leadership approach
(D) Distributed and instructional leadership

58. Identify the correct pair matching the leadership style with its core premise:
(A) Situational Leadership – Adapting behavior based on follower readiness
(B) Transactional Leadership – Focus on systemic change and follower growth
(C) Servant Leadership – Focus on strict hierarchy and rule compliance
(D) Laissez-faire Leadership – Intensive micro-management of daily tasks

59. Which of the following is an exception to the benefits generally provided by a collaborative/ democratic leadership style?
(A) Fostering exceptionally high levels of faculty innovation and pedagogical creativity
(B) Rapid resolution of immediate, high-stakes emergency situations
(C) Developing widespread teacher ownership and commitment regarding institutional goals
(D) Promoting significant and continuous professional growth among all staff members

60. Arrange the following actions typical of an Instructional Leader in the correct sequential order for conducting a clinical supervision cycle:
I. Observation of the classroom lesson
II. Pre-observation conference to establish focus
III. Post-observation conference for feedback
IV. Analysis of observation data
(A) I, II, IV, III
(B) II, I, IV, III
(C) II, I, III, IV
(D) I, IV, II, III

61. A school is transitioning to a newly mandated competency-based curriculum by the government. The teachers are anxious and lack the necessary skills, but they are eager to learn. According to situational leadership, the most appropriate initial style for the Principal to adopt is:
(A) Selling (Coaching)
(B) Telling (Directive)
(C) Delegating
(D) Laissez-faire

62. Edgar Schein described organizational culture as existing at three levels. Which of the following represents the deepest, most invisible level of a school's culture?
(A) Physical artifacts and overt behaviors (e.g., visible symbols, school uniforms, display boards, formal ceremonies)
(B) Published espoused values and institutional philosophy (e.g., official mission statements, stated academic goals)
(C) Basic underlying assumptions (e.g., unspoken beliefs about student capability)
(D) Formal strategic operational plans and institutional structures (e.g., administrative rules, annual calendars)

63. A Principal consistently dismisses teacher input, publicly reprimands staff for minor errors, and focuses solely on examination rankings. Over time, this leadership behavior is most likely to cause a school climate characterized by:
(A) High collegiality and risk-taking
(B) Distributed leadership and mutual trust
(C) High intrinsic motivation and organizational

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citizenship
(D) Fear, compliance, and low innovation

64. According to Kelley's Followership Model, an 'Exemplary' (or Effective) follower is characterized by:
(A) High independent critical thinking and passive engagement
(B) Low independent critical thinking and active engagement
(C) High independent critical thinking and active engagement
(D) Low independent critical thinking and passive engagement

65. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A transactional leader primarily relies on the 'Contingent Reward' mechanism to motivate followers.
Reason (R): Transactional leadership assumes that followers are motivated intrinsically by the joy of the work itself.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. Match the items in List I with the items in List II:
List I: (Type of Follower)
P. Conformist
Q. Pragmatic Survivor
R. Alienated
List II: (Description)
1. Shifts behavior depending on which way the political wind is blowing in the organization
2. Highly critical and cynical, feels unappreciated, often acts as a negative influence
3. 'Yes-people' who actively participate but do not question the leader's decisions
Choose the correct answer from the options given below:
(A) P-3, Q-1, R-2
(B) P-2, Q-3, R-1
(C) P-1, Q-2, R-3
(D) P-3, Q-2, R-1

67. Upon taking charge of a new school, a Principal discovers a toxic culture where senior teachers actively sabotage new initiatives and juniors are afraid to speak. To effectively change this culture, the Principal's immediate leadership approach should ideally begin with:
(A) Assertive limit-setting combined with modeling desired core values
(B) Immediate implementation of broad distributed leadership by placing resistance-prone senior staff in key positions
(C) Adopting a passive laissez-faire approach while hoping organizational culture self-corrects over extended time
(D) Complete delegation of primary administrative duties exclusively to junior faculty to systematically bypass seniors

68. Which statement best describes the correlation between leadership style and school climate?
(A) Leadership style has negligible impact on school climate compared to the school's geographical location
(B) A strictly bureaucratic leadership style always produces a warm, open school climate
(C) Transformational leadership is strongly associated with an open, collaborative, and positive school climate
(D) School climate determines the leader's personality traits

69. Logical Reasoning: If effective leadership requires followers to accept influence, then:
(A) The study of followership is as important as the study of leadership
(B) Leadership is a solitary act independent of the group
(C) Followers must always blindly obey the leader
(D) The leader must possess formal hierarchical authority to exert influence

70. During a violent altercation between two groups of students in the school corridor, the most appropriate leadership style for the Principal to adopt instantly is:
(A) Democratic – convening a rapid emergency staff assembly to deliberate and vote on intervention strategies
(B) Laissez-faire – permitting the involved students to resolve their interpersonal conflict without adult interference
(C) Distributed – assembling an ad-hoc prefect committee to independently mediate and de-

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escalate the dispute
(D) Autocratic – issuing clear, immediate directives to ensure safety

71. While building a vision is a core task of a leader, 'goal setting' is distinct because goals are:
(A) Broad, abstract, and qualitative descriptions of the future
(B) Short-term, specific, measurable, and time-bound targets
(C) Emotional appeals designed to build loyalty
(D) Statutory documents required by the Directorate of Education

72. Which of the following statements is true regarding 'Management by Exception (Active)'?
(A) The leader waits passively until significant operational errors or mistakes are explicitly reported by subordinates
(B) The leader systematically awards tangible contingent incentives to followers who exceed performance benchmarks
(C) The leader actively monitors performance to catch errors early
(D) The leader continuously inspires followers by communicating a compelling, high-minded organizational vision

73. A Principal who encourages teachers to read recent educational research, pilot new pedagogy, and challenge outdated school practices is demonstrating the transformational leadership behavior of:
(A) Idealized Influence
(B) Individualized Consideration
(C) Inspirational Motivation
(D) Intellectual Stimulation

74. All of the following are generally considered factors that increase team cohesiveness in a school staff, EXCEPT:
(A) Extreme internal competition for a limited number of performance bonuses
(B) Shared overarching goals
(C) Frequent interaction and collaborative spaces
(D) External threats or challenges (e.g., poor inspection grades) that unite the staff

75. The Vroom-Yetton-Jago decision-making model is a normative model that primarily helps a leader decide:
(A) The total financial capital and resource budget required to execute a major school project
(B) The degree of subordinate participation in decision-making
(C) Which specific teaching staff members should face termination due to ongoing underperformance
(D) How to draft, refine, and publish an inspiring long-term institutional vision statement

76. To motivate a demotivated, veteran teacher who feels stuck in a routine, a Principal, applying Herzberg's theory, should focus on:
(A) Providing a modest increase in basic monthly travel and transportation allowances
(B) Assigning a leadership role in curriculum design
(C) Ensuring the teacher's primary classroom is equipped with upgraded physical lighting
(D) Reminding the teacher routinely regarding adherence to administrative conduct rules

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77. Match the items in List I with the items in List II:
List I: (Conflict Resolution Style)
P. Competing
Q. Collaborating
R. Compromising
S. Accommodating
List II: (Outcome)
1. Win-Win
2. Lose-Win
3. Win-Lose
4. Partial Win-Partial Lose
Choose the correct answer from the options given below:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-2, R-3, S-1

78. A nuanced distinction between democratic leadership and pure participative leadership in some theoretical frameworks is that:
(A) Participative leaders completely refrain from decision-making, whereas democratic leaders unilaterally make all administrative decisions
(B) Democratic leadership operates strictly through bureaucratic rules, whereas participative leadership depends entirely on personal charismatic appeal
(C) Democratic relies on majority voting, while participative seeks consensus with leader veto

(D) There is no meaningful theoretical distinction whatsoever, as both concepts represent completely diametrical opposite philosophies

79. The greatest strength of a bureaucratic leadership style in managing a large government school system is that it ensures:
(A) Fostering high levels of spontaneous pedagogical innovation across all departments
(B) Providing deeply personalized emotional and moral support for every enrolled student
(C) Enabling rapid operational adaptation to emerging local community requirements
(D) Ensuring procedural consistency, fairness, and predictability

80. In which of the following scenarios is an autocratic style justifiable?
(A) Collaboratively deciding the creative thematic concept for the upcoming school annual magazine publication
(B) Selecting the most effective pedagogical approach and instructional methodology for primary school mathematics
(C) Addressing an employee repeatedly violating child safety regulations
(D) Planning and organizing the social arrangements, venue, and catering details for an annual staff recreational picnic

81. Identify the INCORRECT statement regarding follower maturity in Situational Leadership:
(A) Maturity comprises both job maturity (ability) and psychological maturity (willingness)
(B) A follower's maturity level is fixed and remains the same across all different tasks they perform
(C) As follower maturity increases, the leader should initially increase relationship behavior, then eventually decrease both task and relationship behavior
(D) 'Delegating' is the most appropriate style for followers with high maturity

82. Which of the following theorists is most prominently associated with defining 'Instructional Leadership' in schools?
(A) Max Weber
(B) Bernard Bass
(C) Paul Hersey
(D) Philip Hallinger

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83. A Principal practices active listening, seeks to heal interpersonal rifts among the staff, and commits heavily to the personal growth of the peons and administrative staff. This is characteristic of:
(A) Servant leadership
(B) Bureaucratic leadership
(C) Laissez-faire leadership
(D) Autocratic leadership

84. Logical Reasoning: If charismatic leadership relies heavily on the leader's extraordinary personal qualities to inspire followers, then a major institutional risk is that:
(A) Institutional success becomes entirely decoupled from the operational presence and daily involvement of the leader
(B) Followers will spontaneously develop identical charismatic traits and step into high-level leadership positions
(C) Institutional continuity is threatened upon leader departure due to weak systemic structures
(D) The institution will inevitably degenerate into an excessively rigid and unresponsive administrative bureaucracy

85. Who among the following is a leading contemporary scholar associated with the theory of 'Distributed Leadership' in education?
(A) James Spillane
(B) James MacGregor Burns
(C) Frederick Taylor
(D) Henri Fayol

86. In the context of followership, an 'Alienated Follower' is most likely to exhibit which behavior in a staff meeting?
(A) Enthusiastically supporting every single policy idea and administrative proposal the Principal suggests
(B) Meticulously taking detailed meeting notes while eagerly volunteering to execute additional administrative tasks
(C) Entirely sleeping through the formal meeting proceedings due to a total absence of intellectual engagement capacity
(D) Sitting quietly, making cynical comments, and criticizing without suggesting solutions

87. Arrange the following levels of school culture from the most visible to the least visible (most deeply embedded):
I. Espoused values (e.g., 'Every child can

learn')
II. Artifacts and behaviors (e.g., displays of student work, assemblies)
III. Basic underlying assumptions (e.g., unconscious beliefs about human nature)
(A) I, II, III
(B) II, I, III
(C) III, I, II
(D) II, III, I

88. When managing a major change (e.g., integrating technology into all classrooms), John Kotter's model suggests that the very first core task of the leader is to:
(A) Consolidate gains and produce more change
(B) Empower broad-based action
(C) Create a sense of urgency
(D) Generate short-term wins

89. The difference between a vision statement and a mission statement is that:
(A) A vision statement represents a statutory legal requirement for accreditation, whereas a mission statement is entirely optional
(B) A vision statement exclusively outlines long-term financial targets, whereas a mission statement details daily academic goals
(C) A vision statement is drafted collaboratively by teaching staff, whereas a mission statement is authored solely by the Principal
(D) Vision describes the desired future state; mission describes core purpose and current operations

90. In Fiedler's Contingency Theory, the leader's basic orientation is measured using the:
(A) Least Preferred Coworker (LPC) scale
(B) Path-Goal Theory Leadership Survey
(C) Blake and Mouton's Managerial Grid Assessment
(D) Standardized Emotional Intelligence Quotient Test

91. A team of subject heads is in the 'Storming' phase, arguing over resource allocation and challenging the Principal's authority. The leader's most appropriate task here is to:
(A) Disband the collaborative team immediately and reassign members to isolated administrative duties
(B) Clarify roles, set ground rules for conflict, and guide them to 'Norming'
(C) Completely ignore ongoing interpersonal friction until team members resolve matters independently
(D) Formally punish the most vocal dissenting members to restore immediate administrative order

92. A key advantage of the participative leadership style in an educational setting is that it:
(A) Significantly minimizes the total operational time required to finalize administrative decisions
(B) Builds consensus and reduces resistance to change implementation
(C) Completely eliminates individual administrative accountability of the Principal for poor choices
(D) Removes the fundamental institutional requirement for establishing formal operational regulations

93. All of the following are indicators of a positive, learning-oriented school culture, EXCEPT:
(A) Isolation where teachers guard teaching materials from peers
(B) Deeply entrenched high levels of personal trust, empathy, and mutual professional respect among staff
(C) A shared, collective sense of institutional responsibility for achieving student learning outcomes
(D) Continuous, structured professional development initiatives seamlessly embedded in daily classroom practice

94. A Principal who relies heavily on the 'Transactional' style would most likely handle teacher evaluations by:
(A) Completely ignoring standardized evaluation instruments to engage in deep philosophical discussions regarding general pedagogical theory
(B) Allowing teaching staff members to freely author their own performance appraisals without imposing any administrative oversight or review
(C) Reviewing pre-agreed targets to grant increments or issue memos
(D) Evaluating staff performance exclusively by assessing how effectively individual emotional intelligence competencies have developed over time

95. Which of the following tasks best demonstrates an instructional leader managing the curriculum?
(A) Overseeing daily operational maintenance

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schedules and safety inspections for all institutional school buses
(B) Managing employee provident fund accounts, salary disbursements, and institutional financial portfolios
(C) Planning, coordinating, and executing the annual grand alumni dinner and fundraising networking event
(D) Reviewing lesson plans for alignment with national curriculum standards

96. A 'Pragmatic Survivor' follower (Kelley's model) in a school staff is one who:
(A) Constantly and publicly challenges the Principal's administrative authority during formal faculty meetings
(B) Unquestioningly agrees with every statement the Principal makes, regardless of organizational consequences
(C) Adapts behavior to current administrative preferences to ensure survival
(D) Voluntarily takes on all extra administrative responsibilities and duties to help the institution succeed

97. The difference between 'delegation' and 'empowerment' in leadership is that:
(A) Delegation constitutes a permanent structural reassignment, whereas empowerment functions as a strictly temporary trial measure
(B) Delegation assigns tasks; empowerment grants authority, resources, and decision-making trust
(C) Delegation focuses exclusively on fostering intrinsic task motivation, whereas empowerment relies entirely on extrinsic reward systems
(D) Delegation necessitates a distributed leadership structure, whereas empowerment requires an autocratic organizational framework

98. If a leader adopts a laissez-faire style with a team of newly recruited, inexperienced guest teachers, the most likely effect will be:
(A) High levels of spontaneous professional innovation and pedagogical creativity
(B) Rapid and continuous development of essential teaching and pedagogical skills
(C) Immediate and sustained positive transformation of overall school climate
(D) Widespread confusion, role ambiguity, and poor classroom management

99. A Principal consistently demonstrates high moral standards, takes responsibility for the school's failures, and gives credit to the staff for successes. In transformational leadership terms, this Principal is exhibiting:
(A) Idealized Influence (Charisma)
(B) Intellectual Stimulation behavior
(C) Active Management by Exception
(D) Transactional Contingent Reward

100. The Tannenbaum-Schmidt Continuum models leadership behavior on a scale ranging from:
(A) Highly transactional management practice to highly transformational inspirational leadership
(B) Exclusively task-oriented behavioral focus to purely relationship-oriented organizational focus
(C) Boss-centered authoritarian style to subordinate-centered democratic style
(D) Charismatic visionary leadership style to rigid bureaucratic administrative leadership style

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ANSWERS

1. (B) Influencing and inspiring a group toward achieving a shared vision
Leadership focuses primarily on establishing a clear direction, inspiring team members, and driving transformational change through shared organizational visions. Unlike traditional management, which emphasizes maintaining operational stability, planning budgets, and supervising compliance with established regulations, effective leadership centers on motivating individuals to align their personal efforts with long-term collective goals and meaningful organizational development.

2. (D) The manager challenges the status quo; the leader accepts it
Warren Bennis posited that leaders innovate, focus on people, ask what and why, and continuously challenge the existing status quo to foster growth. Conversely, managers administer, maintain operational systems, ask how and when, and accept the status quo to preserve organizational stability. Claiming that managers challenge the status quo while leaders accept it completely reverses Bennis's distinction.

3. (A) Collaboratively establishing a compelling future direction for the school
Vision building in educational leadership involves articulating a collective, inspiring future for an academic institution through collaborative engagement with staff, students, and community stakeholders. This core task creates shared purpose and long-term aspirations, setting strategic priorities that guide educational improvement, rather than focusing on routine daily scheduling, financial compliance, or minor administrative resource allocations within schools.

4. (C) Team building
Restructuring organizational schedules to enable common planning periods and cross-departmental peer observations directly addresses professional isolation by fostering collaboration, mutual trust, and shared professional practices. This systematic effort to transform isolated individuals into a unified, cooperative unit exemplifies team building, which prioritizes supportive group dynamics, professional networking, and shared responsibility over routine administrative oversight or individual performance monitoring.

5. (A) Norming – Roles are established, and the team begins to work cohesively
Bruce Tuckman's model of group development outlines five distinct sequential stages: forming, storming, norming, performing, and adjourning. During the norming phase, interpersonal conflicts resolve, operational roles become clearly defined, cultural norms solidify, and team members begin working cohesively toward common goals. Early orientation occurs in forming, conflict occurs in storming, high task execution occurs in performing, and disbandment occurs in adjourning.

6. (B) II only
Educational leaders enhance decision quality and implementation success by involving key stakeholders, which fosters greater ownership, transparency, and trust across the institution. Reliance solely on personal intuition ignores valuable empirical data and collective perspectives. Furthermore, programmed decisions apply to routine, structured problems, whereas non-programmed decisions handle novel, unstructured situations requiring tailored problem-solving and comprehensive analysis.

7. (B) Achieve a mutually beneficial win-win outcome satisfying both parties
Collaborative conflict resolution emphasizes high assertiveness combined with high cooperation to address underlying concerns of all involved parties. The primary goal is finding an innovative, mutually beneficial win-win solution that fully satisfies everyone's needs. This style differs from compromising, which demands mutual sacrifices, as well as forced administrative decisions or conflict avoidance that leave fundamental grievances unresolved.

8. (C) Formal recognition for innovative teaching performance
Herzberg's Two-Factor Theory divides workplace factors into hygiene factors and motivators. Hygiene factors, such as base salary,

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physical working conditions, and administrative policies, prevent job dissatisfaction but do not inherently inspire high performance. Motivators, such as formal recognition, personal growth, achievement, and responsibility, address higher-order psychological needs, directly encouraging intrinsic job satisfaction and professional excellence.

9. (C) A is true but R is false
Goal setting serves as a fundamental leadership function by establishing clear direction, operational focus, and measurable performance standards for an educational institution. Research in organizational psychology demonstrates that specific, challenging, and time-bound goals yield significantly higher motivation and productivity than vague, open-ended aspirations. Therefore, while goal setting provides essential direction, vague goals diminish rather than enhance motivation.

10. (A) Power and decision-making are highly centralized in the leader
Autocratic leadership is defined by centralized decision-making authority, strict top-down communication, and minimal participation from group members. The leader retains complete control over institutional policies, procedures, and tasks without seeking consensus or input from staff. This approach contrasts sharply with democratic styles that distribute power, as well as laissez-faire models that grant complete operational autonomy to subordinates.

11. (B) Managing a sudden crisis, such as a fire or security threat
Autocratic leadership provides immediate direction and rapid decision-making, which are essential during urgent crisis situations like safety threats or fires. In emergency scenarios, time-consuming consultative processes or decentralized deliberations can compromise physical safety. Centralized command structures ensure clear instructions, swift group alignment, and decisive execution when immediate adherence to emergency response procedures is strictly required.

12. (B) High dependency on the leader and low staff morale
Relying strictly on autocratic leadership restricts teacher autonomy, suppresses creative problem-solving, and fosters widespread operational dependency on the leader for every decision. Over time, staff members feel undervalued, leading to diminished intrinsic motivation, low morale, and increased turnover. While decision-making may be rapid, the lack of employee engagement damages organizational climate and prevents long-term professional development.

13. (A) Involving team members in decision-making while retaining final authority
Democratic or participative leadership actively solicits input, suggestions, and creative ideas from team members during decision-making processes. The leader encourages open communication and collaborative problem-solving while ultimately retaining formal final accountability for the choices made. This balanced approach contrasts with autocratic style, where decisions are made unilaterally, and laissez-faire style, where leadership completely abdicates decision-making authority.

14. (B) I, III and IV
Democratic leadership fosters commitment and teacher satisfaction by valuing employee input and encouraging diverse perspectives. Implementing this style requires a secure leader willing to share decision-making power with staff. However, because democratic processes involve consultation, consensus building, and thorough discussion, they are inherently time-consuming and thus ill-suited for immediate crisis situations requiring rapid action.

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15. (D) Laissez-faire
Laissez-faire leadership is characterized by a hands-off administrative approach where the leader grants complete operational autonomy to subordinates. In this style, leaders provide minimal guidance, abstain from direct decision-making, and offer assistance only when explicitly requested by team members. Relinquishing all oversight of a major event to a committee exemplifies this non-directive, highly permissive approach to organizational leadership.

16. (C) The team consists of highly skilled, self-motivated, and expert staff
A laissez-faire leadership style is effective primarily when group members possess high levels of technical competence, extensive expertise, intrinsic motivation, and self-direction. Highly skilled professionals thrive when granted full autonomy to execute tasks without micro-

management. Conversely, applying hands-off leadership to inexperienced staff, struggling schools, or organizational crises typically results in confusion, operational paralysis, and low performance.

17. (B) Autocratic
Studies on classical leadership styles reveal that autocratic leadership often yields high production output under direct supervision. However, because work is driven by external control rather than intrinsic commitment, the quality of output drops, and hostility or frustration increases among followers. Furthermore, when the autocratic leader is absent, productivity typically collapses due to lack of internal self-direction.

18. (D) An exchange process of rewarding followers for meeting performance criteria
Transactional leadership operates on a fundamental social exchange mechanism where compliance is maintained through contingent rewards and contractual agreements. Leaders establish clear performance criteria, expectations, and roles, rewarding followers who meet goals and correcting those who fall short. This approach focuses on maintaining operational efficiency through structured incentives rather than transforming personal values, vision, or long-term follower aspirations.

19. (A) Idealized Influence
According to Bernard Bass's leadership model, transactional leadership comprises contingent reward, active management by exception, and passive management by exception. These components rely on explicit exchanges, standards monitoring, and corrective actions. Idealized influence, along with inspirational motivation, intellectual stimulation, and individualized consideration, is a core dimension of transformational leadership, representing charismatic role modeling rather than transactional exchanges.

20. (A) Both A and R are true and R is the correct explanation of A
Transformational leaders effectively drive organizational change by inspiring followers to prioritize collective institutional goals above individual self-interest. By articulating a compelling vision and building deep emotional commitment, these leaders alter follower attitudes, values, and beliefs. This fundamental shift in motivation enables organizations to successfully implement systemic change, overcome entrenched resistance, and achieve sustained educational growth.

21. (A) Encouraging followers to question assumptions and reframe old problems in new ways
Intellectual stimulation is a core dimension of transformational leadership that prompts followers to rethink traditional ways of working. Leaders actively encourage creativity, critical thinking, and innovation by inviting staff to challenge long-held organizational assumptions and develop novel solutions to complex educational issues. Mistakes are treated as learning opportunities, fostering a dynamic environment of professional growth and continuous improvement.

22. (D) Individualized Consideration – Punishing followers immediately when operational errors occur
Individualized consideration involves serving as a supportive mentor, treating followers as unique individuals, and focusing on their professional development, growth needs, and personal achievements. Punishing staff immediately upon error contradicts this supportive approach. Immediate punitive action reflects passive or active management by exception within transactional leadership frameworks, rather than the developmental coaching characteristic of transformational leadership practices.

23. (B) Transactional leadership relies on formal authority and rewards, whereas transformational leadership inspires and develops followers
Transactional leadership relies on formal authority, clear role assignments, and contingent rewards or corrective interventions to maintain steady operational standards. In contrast, transformational leadership focuses on developing human potential, inspiring commitment to a shared vision, and motivating followers to exceed basic expectations. While transactional approaches preserve existing operational stability, transformational approaches stimulate continuous learning, organizational change, and professional growth.

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24. (C) Transactional leadership
Utilizing formal written warnings for missed deadlines alongside preferred duty allocations for meeting expectations exemplifies transactional leadership. This leadership style relies heavily on clear administrative rules, explicit performance boundaries, and contingent exchange mechanisms. By balancing punitive measures for non-compliance with tangible structural rewards for meeting administrative standards, the leader maintains institutional order through strict contractual management practices.

25. (D) The readiness or maturity level of followers performing a specific task
Hersey and Blanchard's Situational Leadership Theory posits that no single leadership style is universally optimal. Instead, effective leadership depends on adapting task and relationship behaviors to match the maturity or readiness level of followers regarding a specific task. Followers' readiness is determined by their dynamic combination of job competence (ability) and psychological commitment (willingness and confidence).

26. (A) Selling (High task, High relationship)
In the Hersey-Blanchard model, followers who display low competence but high willingness require a selling or coaching style. Because followers lack technical ability, high task-oriented direction is necessary to structure their work and teach required skills. Simultaneously, because their enthusiasm is high, high relationship-oriented support reinforces their motivation, builds confidence, and guides them effectively toward task mastery.

27. (B) It can be overly time-consuming and may delay critical decisions
Participative leadership involves engaging multiple stakeholders, gathering diverse perspectives, and building shared consensus before finalizing decisions. While this inclusive process enhances staff commitment, ownership, and morale, its primary practical limitation is that it requires substantial time. In educational settings needing immediate operational action or emergency interventions, lengthy participatory discussions can lead to organizational delays and operational inefficiency.

28. (B) Leadership relies on a strict set of rules, policies, and hierarchical structure
Max Weber conceptualized bureaucratic leadership around rational-legal authority, fixed jurisdictional competencies, formal hierarchical structures, and strict adherence to established administrative rules and procedures. In a bureaucratic system, decisions are governed by non-personal standardized regulations rather than individual charisma, social relationships, or personal preferences. This ensures organizational consistency, legal compliance, operational predictability, and systematic equity across operations.

29. (D) I, II and III
Servant leadership in educational institutions centers on prioritizing the growth, well-being, and professional empowerment of teachers and students. Leaders view themselves as facilitators and stewards committed to serving others rather than exercising top-down authority. Core behaviors include active listening, empathy, stewardship, and personal humility, which together cultivate trust, ethical climate, and collaborative community well-being throughout the school.

30. (C) Leadership is stretched across multiple individuals through collaborative teams of teachers and staff
Distributed leadership views leadership as an emergent practice resulting from the interactions of multiple individuals across an organization, rather than a role restricted to formal authority positions. In a school, it manifests through collaborative teacher networks, interdisciplinary task forces, and shared decision-making. This practice utilizes collective expertise across all levels to address complex educational challenges and drive school improvement.

31. (D) Charismatic leadership relies on personal charm, whereas transformational leadership builds organizational capacity
Charismatic leadership relies heavily on the extraordinary personal charm, persuasive magnetism, and individual influence of a single leader to inspire followers. Transformational leadership, while incorporating charismatic elements, focuses primarily on empowering followers, developing institutional capacity, and instilling shared values. Consequently, transformational leadership leaves behind robust

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organizational structures and capable leaders, whereas pure charismatic leadership often leaves a leadership void.

32. (D) A is false but R is true
Distributed leadership is distinct from simple delegation, as delegation involves a top-down transfer of specific duties while retaining formal hierarchical control. Distributed leadership frames leadership as an organic practice distributed across leaders, followers, and situational contexts, drawing upon informal expertise throughout the institution. Therefore, equating distributed leadership with routine managerial delegation is conceptually incorrect.

33. (B) Maximizing financial profits for institutional stakeholders
Philip Hallinger's model identifies three primary dimensions of instructional leadership: defining the school mission, managing the instructional program, and promoting a positive school learning climate. Educational leaders focus on academic alignment, curriculum oversight, and supportive learning environments. Generating commercial financial profits is completely extraneous to core instructional leadership theories, as educational institutions prioritize academic achievement and holistic student development.

34. (D) Instructional leadership
Instructional leadership directly targets the core educational activities of teaching and learning. By actively observing classroom practice, providing formative pedagogical feedback, aligning curriculum standards across grade levels, and monitoring student learning progress, a school head directly improves instructional quality. These specific behaviors demonstrate a clear focus on pedagogical effectiveness and student achievement, which defines the instructional leadership framework.

35. (A) Forces in the situation
The Tannenbaum-Schmidt Continuum illustrates how leadership choices range from boss-centered authoritarian control to subordinate-centered delegation. According to this framework, an effective leader selects an appropriate leadership style by continuously evaluating three key dynamic forces: forces residing within the leader, forces present within the subordinates, and operational forces residing within the specific organizational situation or environment.

36. (C) Culture is the school's shared beliefs and traditions, while climate is the current mood and feelings of staff
School culture represents deep, historical patterns of shared values, beliefs, traditions, and underlying assumptions that evolve slowly over extended periods. In contrast, school climate reflects the immediate, measurable psychological atmosphere, current morale, and shared perceptions of staff and students. Culture constitutes the persistent organizational identity, whereas climate functions as the fluid, felt experience of that environment.

37. (A) I and III only
A toxic school culture is defined by pervasive negativity, defensive behavior, hostility, and resistance to growth. Features include staff blaming external factors for poor academic outcomes, forming manipulative cliques, and rejecting constructive institutional changes. Conversely, fostering collaborative professional learning and viewing mistakes as developmental growth opportunities represent vibrant characteristics of positive, highly effective learning-centered organizational cultures.

38. (D) Alienated follower
Robert Kelley's followership typology categorizes individuals based on independent critical thinking and active engagement. Alienated followers possess high independent critical thinking abilities but exhibit low, passive engagement in organizational activities. Often feeling unappreciated, cynical, or disgruntled, these individuals frequently criticize leadership decisions and organizational policies without taking constructive initiative to implement solutions or support positive institutional change.

39. (B) Autocratic
When an organization faces severe performance decline, low morale, and broken discipline, strong centralized control is needed to establish order. By setting non-negotiable compliance rules, defining firm targets, and strictly monitoring staff, the leader applies an autocratic style. This directive control stabilizes the environment rapidly, providing structured boundaries before more participative practices can be successfully introduced.

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40. (A) Both A and R are true and R is the correct explanation of A
Organizational leadership operates as a reciprocal relational process dependent upon active followership. Effective followers contribute critical feedback, engage proactively, and support collective institutional goals, directly influencing decision quality and leadership success. Because leaders cannot achieve sustainable results in isolation, high-quality, engaged followership directly determines organizational performance and enhances the practical impact of school leadership across all levels.

41. (C) Assess current status → Set broad goals → Define specific objectives → Formulate action plans → Review outcomes
Strategic goal setting begins with a comprehensive needs assessment to evaluate the institution's current operational status. Leaders then establish broad, overarching goals aligned with institutional vision, followed by operationalizing them into specific, measurable objectives. Detailed action plans are designed and executed to meet these objectives, culminating in systematic review processes to evaluate outcomes and inform future planning cycles.

42. (A) Low assertiveness and high cooperativeness
According to the Thomas-Kilmann Conflict Mode Instrument, the accommodating style involves placing the concerns and preferences of others above one's own interests. It is defined by low assertiveness and high cooperativeness. Leaders or team members using this approach yield to alternate viewpoints to maintain interpersonal harmony, preserve working relationships, or yield to superior knowledge when disputes arise.

43. (B) Shared, understood, and owned by the entire school community
For an institutional vision to guide practice effectively, it cannot remain a theoretical concept held by senior management. A vision builder ensures the strategic direction is clearly articulated, widely communicated, and deeply internalised across the community. Broad stakeholder buy-in transforms the vision into a shared responsibility, inspiring collective commitment, guiding daily pedagogical decisions, and aligning school priorities.

44. (B) Delegation is a top-down task assignment, while distributed leadership is an emergent practice based on expertise
Delegation involves a formal leader assigning specific administrative duties top-down to subordinates while retaining overall organizational responsibility. Distributed leadership, however, treats leadership as an emergent practice shared across individuals based on situational expertise rather than formal position. It distributes decision-making authority dynamically across networks of teachers and staff, transforming leadership into a collective institutional capacity.

45. (A) It is highly effective when followers are uneducated and lack relevant skills
Participative leadership relies on team members contributing meaningful insight and technical expertise during shared decision-making processes. When followers lack basic skills, foundational training, or relevant contextual knowledge, consultative approaches often prove inefficient and unproductive. In such circumstances, clear directive guidance is initially required to build basic competence before consultative or participative leadership approaches can be effectively implemented.

46. (D) I, II and III
Vroom's Expectancy Theory posits that workplace motivation depends on three core cognitive components: expectancy, instrumentality, and valence. Expectancy reflects the belief that effort leads to successful performance. Instrumentality represents the perception that successful performance yields specific outcomes or rewards. Valence measures the personal value assigned to those rewards. All three elements must be present for high intrinsic motivation.

47. (D) Emphasizing strict compliance with statutory education acts and regulatory rules over personal staff preferences
Bureaucratic administration prioritizes rule compliance, formal authority, standardized procedures, and legal consistency above personal preferences or informal arrangements. A bureaucratic school administrator ensures strict adherence to statutory education regulations, official codes, and institutional policies. This procedural orientation guarantees administrative equity, objective documentation, and structural predictability, though it may limit operational flexibility and immediate pedagogical innovation.

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48. (C) Inflexibility and resistance to innovative pedagogical changes
A primary limitation of bureaucratic leadership is its rigid adherence to established procedures, regulations, and hierarchical structures. This heavy focus on standard operating rules often creates administrative inertia, suppressing professional initiative and causing resistance to innovative pedagogical reforms. Consequently, the organization struggles to adapt swiftly to changing educational environments, local community needs, or emerging instructional methodologies.

49. (B) Servant leadership
Servant leaders prioritize supporting and empowering followers, addressing their needs, reducing workplace stress, and removing obstacles to task completion. A Principal who shares heavy evaluation workloads, improves physical working conditions, and advocates for extended deadlines actively demonstrates care, empathy, and stewardship. This selfless support enhances teacher well-being and commitment, epitomizing the fundamental principles of servant leadership.

50. (D) Deciding within cognitive and information limits, resulting in satisficing
Herbert Simon's concept of bounded rationality recognizes that human decision-makers face cognitive limitations, incomplete information, time constraints, and limited processing capacity. Rather than achieving ideal, perfectly optimal choices, leaders operate within these practical boundaries and select options that are satisfactory and sufficient. This process, known as satisficing, reflects realistic decision-making constraints in complex organizational environments.

51. (A) The leader intervenes only after standards have not been met or problems have become severe
Passive management by exception is a transactional leadership style where the leader maintains a hands-off approach until performance deviations, standard violations, or operational errors occur. The leader avoids active monitoring, stepping in with corrective action or penalties only after problems surface or standards are missed. This reactive approach contrasts with active monitoring, where leaders continuously observe work execution.

52. (C) Task-oriented or Relationship-oriented
Fred Fiedler's Contingency Theory asserts that leadership effectiveness depends on matching a leader's underlying style with situational favorableness. Fiedler categorized leaders into two primary orientations using the Least Preferred Coworker scale: task-oriented, focusing on goal completion and performance, or relationship-oriented, prioritizing interpersonal trust and group harmony. Situational favorability determines which orientation yields superior team outcomes.

53. (A) Followers become overly dependent, paralyzing the organization when the leader leaves
A major risk of charismatic leadership is that organizational success relies heavily on the individual personality, extraordinary charm, and personal vision of the leader. Followers often develop strong emotional dependence on the leader rather than building resilient institutional systems. Consequently, when the leader departs, the organization frequently faces directionless operations, paralysis, and severe structural instability.

54. (A) Both A and R are true and R is the correct explanation of A
Instructional leadership focuses on optimizing curriculum implementation, teaching methodologies, and assessment strategies to raise academic achievement. Because the primary purpose of an educational institution is maximizing student learning outcomes, school leaders must prioritize pedagogical quality and academic success. Aligning administrative focus with student achievement principles makes instructional leadership essential for overall school progress.

55. (B) Team building is a one-time task completed at the beginning of the academic year
Team building is an ongoing dynamic process that requires continuous effort, professional development, and conflict management throughout the school year. Effective team dynamic development is not a single, isolated event completed at orientation. Leaders must continuously nurture trust, encourage collaboration, adjust team roles, and maintain shared commitments to sustain peak organizational performance over time.

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56. (A) I, II and III
Distributed leadership frames leadership as an organizational practice emerging from interactions among leaders, followers, and their operational environment. It views leadership functions as shared across various formal and informal roles rather than centralized in one position. Crucially, distributed leadership enhances existing governance and does not eliminate the necessity of formal administrative roles such as the school Principal.

57. (D) Distributed and instructional leadership
Empowering master teachers to guide Professional Learning Communities, mentor colleagues, and share pedagogical expertise demonstrates distributed instructional leadership. The Principal shares instructional guidance across expert faculty members rather than relying solely on top-down direction. This collaborative approach enhances professional capacity, elevates teaching standards across departments, and embeds continuous pedagogical improvement within the institutional culture.

58. (A) Situational Leadership – Adapting behavior based on follower readiness
Situational Leadership centers on adjusting leadership behavior—balancing task guidance and relationship support—according to the readiness and maturity level of followers for a given task. In contrast, transactional leadership focuses on contingent exchanges rather than systemic change, servant leadership prioritizes service over strict hierarchy, and laissez-faire leadership offers autonomy rather than intensive micro-management.

59. (B) Rapid resolution of immediate, high-stakes emergency situations
While collaborative and democratic leadership styles excel at generating ownership, fostering innovation, and promoting teacher professional growth, they depend on consultation, open dialogue, and consensus building. Consequently, these styles are ill-suited for high-stakes emergency situations where decisive, immediate action is required to ensure safety. Emergency contexts demand centralized, autocratic command rather than collaborative deliberative processes.

60. (B) II, I, IV, III
The clinical supervision cycle follows a logical sequential progression designed to support teacher growth. It begins with a pre-observation conference to set focus areas and objectives, followed by direct classroom observation. Next, the instructional leader analyzes the collected observational data. Finally, a post-observation conference is conducted to deliver constructive feedback and establish future professional development goals.

61. (A) Selling (Coaching)
According to Situational Leadership Theory, followers who demonstrate high motivation and enthusiasm but low technical skill require a selling or coaching style. Teachers facing a new curriculum are willing to learn but lack competence. The Principal must provide clear, task-oriented direction to build pedagogical skills while offering high supportive feedback to maintain confidence and commitment.

62. (C) Basic underlying assumptions (e.g., unspoken beliefs about student capability)
Edgar Schein's model of organizational culture consists of three levels: visible artifacts, espoused values, and basic underlying assumptions. Basic underlying assumptions form the deepest, most invisible level, consisting of unconscious beliefs, values, and perceptions taken for granted by staff. These deep assumptions strongly govern organizational behavior, despite remaining largely unarticulated compared to surface-level physical artifacts and official policy statements.

63. (D) Fear, compliance, and low innovation
A Principal who dismisses teacher input, publicly reprimands staff for minor mistakes, and focuses exclusively on exam results creates a punitive environment. Over time, this behavior fosters a school climate dominated by fear, minimal compliance, and psychological unsafety. Teachers refrain from taking pedagogical risks or sharing creative ideas, leading to low professional satisfaction and diminished organizational innovation.

64. (C) High independent critical thinking and active engagement
In Robert Kelley's Followers model, exemplary or effective followers demonstrate both high independent critical thinking and active engagement. They think independently,

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evaluate leadership decisions constructively, offer innovative solutions, and proactively work to achieve organizational goals. Their high commitment combined with critical thinking makes them essential partners in driving institutional effectiveness and continuous improvement.

65. (C) A is true but R is false
Transactional leadership relies on contingent rewards, where positive reinforcement, recognition, or benefits are exchanged for achieving pre-agreed targets. However, transactional leadership assumes that followers are motivated primarily by extrinsic incentives, clear expectations, and formal rewards, rather than intrinsic satisfaction derived from work itself. Therefore, while contingent reward is central, the rationale regarding intrinsic motivation is false.

66. (A) P-3, Q-1, R-2
Robert Kelley classifies followers based on critical thinking and engagement levels. Conformist followers act as yes-people who participate actively without questioning authority. Pragmatic survivors adjust their support depending on political shifts within the organization to ensure personal security. Alienated followers are highly critical and cynical, feeling unappreciated while exerting a negative influence on workplace culture and morale.

67. (A) Assertive limit-setting combined with modeling desired core values
Reshaping a toxic organizational culture requires immediate, firm leadership to establish clear behavioral boundaries and address negative practices. The Principal must set assertive limits against sabotage while actively modeling desired core values such as respect, collaboration, and professional integrity. This balanced approach restores psychological safety, halts dysfunctional conduct, and lays the groundwork for long-term cultural transformation.

68. (C) Transformational leadership is strongly associated with an open, collaborative, and positive school climate
Empirical research in educational administration demonstrates a strong positive link between transformational leadership and a supportive school climate. By inspiring a shared vision, providing individualized support, and encouraging professional innovation, transformational leaders build mutual trust, job satisfaction, and high organizational commitment among staff. This inclusive approach directly cultivates an open, collaborative, and growth-oriented climate.

69. (A) The study of followership is as important as the study of leadership
Leadership and followership are interdependent aspects of organizational success. If effective leadership requires followers to willingly accept influence and align with institutional goals, leadership cannot be analyzed in isolation. Studying followership dynamics, behaviors, and engagement styles becomes essential for understanding how leadership is enacted, received, and sustained within educational institutions and broader management contexts.

70. (D) Autocratic – issuing clear, immediate directives to ensure safety
During an active crisis or violent conflict, student physical safety is compromised, necessitating immediate authoritative action. An autocratic leadership approach allows the Principal to issue clear, unambiguous directives to halt violence, restore order, and secure the environment without delay. Consultative or hands-off approaches in such emergencies are inappropriate and potentially dangerous due to time constraints.

71. (B) Short-term, specific, measurable, and time-bound targets
While a vision statement provides an inspiring, broad long-term image of an institution's ideal future, goal setting translates that vision into operational reality. Goals are specific, measurable, achievable, relevant, and time-bound targets designed to track progress. They break abstract institutional aspirations into concrete, actionable milestones, allowing school leaders to monitor performance and evaluate effectiveness systematic over time.

72. (C) The leader actively monitors performance to catch errors early
Active management by exception is a transactional leadership style where the leader continuously monitors employee execution, processes, and performance outcomes to detect errors, deviations, or rule violations early. Upon identifying deviations from established standards, the leader immediately takes corrective action.

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This active vigilance ensures strict quality control and procedural adherence across daily organizational administrative processes.

73. (D) Intellectual Stimulation
Intellectual stimulation, a core dimension of transformational leadership, occurs when leaders encourage followers to innovate, question long-held organizational assumptions, and reframe complex problems. By prompting teachers to examine current educational research, pilot creative teaching methodologies, and re-evaluate outdated institutional practices, the leader fosters an intellectually vibrant culture focused on continuous professional learning and pedagogical improvement.

74. (A) Extreme internal competition for a limited number of performance bonuses
Team cohesiveness is strengthened by shared goals, collaborative work opportunities, and external challenges that unify staff efforts. Conversely, hyper-competitive internal environments where members compete directly for limited financial rewards undermine trust, foster secrecy, and destroy interpersonal cooperation. Such intense internal rivalry divides staff into competing interests, significantly reducing overall team cohesion and professional collaboration.

75. (B) The degree of subordinate participation in decision-making
The Vroom-Yetton-Jago decision-making model is a contingency framework designed to guide leaders in selecting the optimal decision-making style. It provides a structured decision tree evaluating situational attributes—such as decision significance, required commitment, and team expertise—to determine the appropriate level of subordinate involvement, ranging from purely autocratic decisions to fully collaborative group consensus.

76. (B) Assigning a leadership role in curriculum design
Herzberg's Two-Factor Theory posits that intrinsic motivators—such as responsibility, achievement, recognition, and professional growth—drive long-term job satisfaction. Hygiene factors like working conditions, administrative rules, and basic salary prevent dissatisfaction but do not motivate performance. Assigning a veteran teacher a meaningful leadership role in curriculum design satisfies higher-level psychological growth needs, effectively reinvigorating professional engagement.

77. (A) P-3, Q-1, R-4, S-2
Conflict resolution styles produce distinct relational outcomes. Competing prioritizes self-interest, resulting in a win-lose outcome. Collaborating addresses all parties' core needs, achieving a win-win solution. Compromising requires mutual concessions, yielding a partial win-partial lose outcome. Accommodating involves surrendering personal interests to satisfy the other party, producing a lose-win dynamic during interpersonal disputes.

78. (C) Democratic relies on majority voting, while participative seeks consensus with leader veto
In organizational leadership frameworks, democratic leadership often relies on formal democratic procedures, such as majority voting, to establish final choices. In contrast, participative leadership emphasizes collaborative discussion to reach group consensus, while the leader retains final decision-making authority or veto power. Both approaches engage team members, but they employ different procedural mechanisms for decision resolution.

79. (D) Ensuring procedural consistency, fairness, and predictability
Bureaucratic leadership excels in large public educational systems by enforcing standardized policies, explicit administrative guidelines, and clear lines of authority. This systematic structure eliminates arbitrariness, ensuring consistent operational execution, equitable treatment, and legal compliance across all departments. Predictability and procedural fairness represent the primary operational advantages of bureaucratic management in complex governmental organizations.

80. (C) Addressing an employee repeatedly violating child safety regulations
Autocratic leadership is necessary when mandatory safety standards, legal compliance, or student protection rules are breached. Repeated violations of child safety policies demand immediate, decisive administrative action without negotiation or compromise. In safety-critical situations, directive authority guarantees immediate compliance, eliminates organizational risk, and enforces strict adherence to legal obligations and child protection mandates.

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81. (B) A follower's maturity level is fixed and remains the same across all different tasks they perform
In Situational Leadership Theory, follower maturity is dynamic and task-specific rather than a fixed personal trait. An individual may demonstrate high maturity and competence in classroom instruction, yet exhibit low maturity when implementing new technology systems. Leaders must continuously assess task-specific readiness and adjust their leadership approach accordingly, rather than treating employee maturity as permanent or universal.

82. (D) Philip Hallinger
Philip Hallinger is prominently recognized in educational administration literature for developing the conceptual framework and measurement instrument for instructional leadership. His model defines three major dimensions: defining the school mission, managing the instructional program, and promoting a positive learning climate. This framework remains a foundational reference for analyzing school principals' pedagogical leadership behaviors.

83. (A) Servant leadership
Servant leadership prioritizes serving the needs of team members, demonstrating empathy, active listening, and supporting the personal and professional growth of all staff, including support personnel. By actively building trust, healing interpersonal conflicts, and committing to the well-being of every employee regardless of rank, the leader models the core human-centered values defining servant leadership.

84. (C) Institutional continuity is threatened upon leader departure due to weak systemic structures
Charismatic leadership relies heavily on an individual leader's extraordinary personal charm, influence, and vision to drive organizational success. A major institutional vulnerability is that structural mechanisms and distributed leadership capacity often remain undeveloped. Consequently, when a charismatic leader departs, the organization frequently faces a severe leadership vacuum, operational instability, and loss of strategic direction.

85. (A) James Spillane
James Spillane is a leading contemporary scholar who extensively developed the theoretical framework of distributed leadership in educational settings. His work conceptualizes leadership as an interactive practice shared among formal and informal leaders, followers, and their operational contexts. Spillane's research transformed how educational researchers analyze leadership practice beyond traditional hierarchical administration models.

86. (D) Sitting quietly, making cynical comments, and criticizing without suggesting solutions
In Robert Kelley's model, alienated followers display high critical thinking skills coupled with low, passive engagement. Feeling unappreciated or disillusioned with leadership, they frequently express cynicism, detachment, and skepticism during group meetings. While capable of analyzing organizational issues, alienated followers tend to criticize policy decisions without offering constructive alternatives or taking active ownership of solutions.

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87. (B) II, I, III
Edgar Schein structures organizational culture across three levels of visibility. Artifacts and observable behaviors represent the most visible surface level, including displays, symbols, and physical rituals. Espoused values constitute the second, partially visible level, encompassing official mission statements and stated goals. Basic underlying assumptions represent the deepest, least visible, and most entrenched level of organizational culture.

88. (C) Create a sense of urgency
John Kotter's eight-step change management framework establishes that the initial step in leading successful organizational change is creating a compelling sense of urgency. Leaders must highlight pressing challenges, opportunities, and operational realities to overcome complacency. Building widespread awareness of the need for change prepares staff emotionally and intellectually for subsequent transformation initiatives across the school.

89. (D) Vision describes the desired future state; mission describes core purpose and current operations
Strategic planning distinguishes clearly between vision and mission statements. A vision statement paints an inspiring, forward-looking picture of what the institution aspires to become in the future. In contrast, a mission statement

defines the organization's current core purpose, primary functions, target stakeholders, and foundational operational values, explaining why the institution exists today.

90. (A) Least Preferred Coworker (LPC) scale
Fred Fiedler's Contingency Theory evaluates a leader's underlying leadership orientation using the Least Preferred Coworker scale. Leaders rate the individual with whom they worked least effectively. High LPC scores indicate a relationship-oriented style centered on interpersonal harmony, whereas low LPC scores reflect a task-oriented style focused primarily on task accomplishment and operational efficiency.

91. (B) Clarify roles, set ground rules for conflict, and guide them to 'Norming'
The storming stage of group development involves interpersonal conflict, role ambiguity, and competition for authority. To guide the team into the norming phase, the leader must actively mediate disagreements, clarify team roles, establish constructive ground rules, and re-align group members toward shared objectives. Suppressing conflict or disbanding teams prevents healthy group maturity and collaboration.

92. (B) Builds consensus and reduces resistance to change implementation
A primary benefit of participative leadership in education is that involving teachers in decision-making fosters psychological ownership, mutual trust, and organizational commitment. When staff members actively contribute to formulating strategies and policies, their resistance to change decreases significantly. Fostering broad consensus enhances overall implementation success, morale, and continuous professional commitment throughout the school.

93. (A) Isolation where teachers guard teaching materials from peers
Professional isolation, where teachers work independently and guard instructional resources, hinders organizational learning and reflects a weak school culture. Positive, learning-oriented school cultures thrive on professional collaboration, shared feedback, high trust, collective accountability, and ongoing peer learning. Isolating teaching practices damages trust and prevents the institutional growth characteristic of vibrant professional learning communities.

94. (C) Reviewing pre-agreed targets to grant increments or issue memos
Transactional leaders manage performance using structured exchange mechanisms and clear contractual expectations. During teacher evaluations, a transactional administrator systematically assesses performance against pre-established operational benchmarks and objectives. Meeting or exceeding targets results in formal rewards or financial increments, while failing to meet agreed standards prompts administrative notices, corrective warnings, or performance management interventions.

95. (D) Reviewing lesson plans for alignment with national curriculum standards
Curriculum management is a core function of instructional leadership, focusing directly on teaching, learning, and academic standards. Reviewing lesson plans to verify alignment with national standards ensures pedagogical quality, vertical curriculum continuity, and instructional effectiveness. This academic oversight directly enhances classroom teaching and student learning outcomes, distinguishing instructional management from general operational school administration.

96. (C) Adapts behavior to current administrative preferences to ensure survival
In Robert Kelley's followership typology, pragmatic survivors continuously monitor organizational political dynamics and adjust their behavior to align with current administrative preferences. Rather than taking firm principle-centered stands or driving innovation, these individuals focus on maintaining personal security, avoiding risk, and ensuring professional survival through changing institutional environments and shifting administrative leadership styles.

97. (B) Delegation assigns tasks; empowerment grants authority, resources, and decision-making trust
Delegation involves assigning specific tasks or duties from a leader to a subordinate while maintaining ultimate decision authority and control. Empowerment goes beyond task assignment by transferring meaningful decision-making authority, discretionary freedom, trust, and resources to employees. Empowered staff members gain autonomy to determine how goals are achieved, driving intrinsic motivation and initiative.

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98. (D) Widespread confusion, role ambiguity, and poor classroom management
Applying a hands-off, laissez-faire leadership style to newly recruited, inexperienced teachers often leads to negative operational outcomes. Inexperienced staff require clear structured expectations, pedagogical guidance, and administrative support. Without explicit direction, these teachers struggle with role ambiguity, unstructured instruction, and poor classroom management, causing operational confusion and reduced academic performance.

99. (A) Idealized Influence (Charisma)
Idealized influence, a central component of transformational leadership, characterizes leaders who demonstrate strong moral integrity, personal ethics, and selflessness. By taking responsibility for organizational setbacks, deflecting credit to staff, and maintaining high ethical standards, the leader gains deep respect and trust. This modeling behavior inspires followers to identify with and emulate the leader.

100. (C) Boss-centered authoritarian style to subordinate-centered democratic style
The Tannenbaum-Schmidt Continuum models leadership styles along a continuous spectrum ranging from highly boss-centered (authoritarian) control to highly subordinate-centered (democratic) delegation. The model illustrates varying degrees of managerial authority and employee freedom, helping leaders determine the most effective approach based on leader capabilities, follower maturity, and specific situational operational factors.

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CHAPTER 04
Leadership Theories

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1. Which of the following represents the correct chronological evolution of leadership paradigms in educational management?
I. Behavioural theories
II. Great Man theories
III. Contingency theories
IV. Trait theories
(A) II, IV, I, III
(B) IV, II, I, III
(C) II, I, IV, III
(D) I, IV, II, III

2. The core premise of the Great Man Theory of leadership asserts that:
(A) Leadership skills can be systematically taught to any willing individual.
(B) Leadership effectiveness depends entirely on the situational variables present.
(C) Great leaders emerge primarily through structured organizational hierarchies.
(D) Leaders are born with inherent qualities that cannot be acquired through training.

3. In the context of the Trait Theory of leadership, which prominent researcher conducted comprehensive reviews in 1948 and 1974, concluding that traits alone do not guarantee leadership success unless aligned with situational demands?
(A) Ralph Stogdill
(B) Kurt Lewin
(C) Douglas McGregor
(D) Rensis Likert

4. A fundamental criticism of the Trait Theory of leadership in school administration is that it:
(A) Relies too heavily on the organizational climate.
(B) Overemphasizes the role of follower maturity.
(C) Fails to consider the interaction between the leader, the followers, and the situation.
(D) Assumes all leaders must adopt a democratic style.

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Trait Theory of leadership gradually lost prominence in educational management research by the mid-20th century.
Reason (R): Extensive studies failed to identify a universal set of traits that guaranteed leadership effectiveness across all administrative situations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Which of the following best differentiates the Great Man Theory from the later Trait Theory?
(A) Great Man Theory suggests traits can be learned, whereas Trait Theory believes they are strictly inherited through birth.
(B) Great Man Theory incorporates follower readiness dynamics, while Trait Theory completely ignores situational factors.
(C) Great Man Theory emphasizes rigid task structure, while Trait Theory emphasizes interpersonal relationship building.
(D) Great Man Theory focuses on born leaders, whereas Trait Theory empirically identifies physical and psychological traits.

7. According to early Trait Theory research, which of the following traits was most consistently associated with leadership emergence rather than leadership effectiveness?
(A) High situational adaptability across context
(B) High intelligence quotient and verbal fluency
(C) Strong empathy towards subordinate teachers
(D) Participative decision-making methodologies

8. A newly appointed School Principal relies heavily on his natural charisma, tall stature, and excellent oratory skills, believing these innate qualities alone will command respect and ensure institutional success. However, he faces severe

administrative failures due to poor planning. Which theory's limitations are most evident in this scenario?
(A) Path-Goal Theory
(B) Transformational Leadership Theory
(C) Great Man Theory
(D) Managerial Grid Theory

9. Identify the incorrect statement regarding the transition from Trait Theories to Behavioural Theories of leadership.
(A) Researchers shifted focus from "what leaders are" to "what leaders do."
(B) Behavioural theories proposed that leadership could be taught and developed.
(C) The transition was driven by the inability of trait researchers to find universal leadership characteristics.
(D) Behavioural theories successfully identified a single best leadership style for all situations.

10. Which of the following is not considered a standard category of leadership traits identified in early Trait Theory research?
(A) Locus of control (internal vs external orientation)
(B) Physical characteristics (energy level and appearance)
(C) Social background (socioeconomic status and mobility)
(D) Personality traits (dominance and self-confidence)

11. Consider the following statements regarding the evolution of leadership theories:
I. Behavioural theories ignored the actions of leaders and focused on psychological traits.
II. Trait theories failed to assign relative importance to various traits.
III. Contingency theories integrated traits, behaviours, and situational variables.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

12. The shift toward Behavioural Theories of leadership in the 1940s and 1950s primarily implied that for educational leadership:
(A) Recruitment policies should focus exclusively on candidates' innate personality tests.
(B) Leadership training and professional development programs became highly relevant.
(C) Principals should be selected primarily based on hereditary and background factors.
(D) Follower maturity alone dictates the necessary administrative style of leadership.

13. The Ohio State Leadership Studies identified two independent dimensions of leadership behaviour. What are they?
(A) Initiating Structure and Consideration
(B) Employee-oriented and Production-oriented
(C) Directive and Supportive
(D) Task-motivated and Relationship-motivated

14. In the context of the Ohio State Leadership Studies, "Initiating Structure" refers to the extent to which a Principal:
(A) Shows personal concern for the emotional well-being and health of teachers.
(B) Fosters mutual trust, open communication, and respect among the school staff.
(C) Defines and structures roles of self and teachers toward goal attainment.
(D) Adapts administrative behaviour according to the maturity level of teachers.

15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Ohio State Leadership Studies concluded that 'Initiating Structure' and 'Consideration' are mutually exclusive leadership styles.
Reason (R): A leader scoring high on Initiating Structure must inherently score low on Consideration due to time and resource constraints.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. In the Ohio State Leadership Studies, "Consideration" is most closely associated with a leader's ability to:
(A) Establish strict administrative deadlines for complete syllabus coverage.
(B) Provide clear standard operating procedures for formal examination duties.
(C) Develop mutual trust, respect for teachers' ideas, and genuine empathy.
(D) Delegate all routine administrative and

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academic tasks to subordinates.

17. The University of Michigan Leadership Studies, conducted around the same time as the Ohio State studies, categorised leadership behaviour into two distinct orientations known as:
(A) Autocratic style and Democratic leadership style
(B) Employee-oriented style and Production-oriented style
(C) Transactional style and Transformational leadership style
(D) Directive style and Achievement-oriented leadership style

18. According to the University of Michigan Leadership Studies, which type of leader emphasizes interpersonal relations, takes a personal interest in the needs of teachers, and accepts individual differences among members?
(A) Production-oriented leader
(B) Task-oriented leader
(C) Laissez-faire leader
(D) Employee-oriented leader

19. Consider the following statements comparing the Ohio State and Michigan Leadership Studies:
I. Both studies identified two primary dimensions of leadership behaviour.
II. Ohio State treated its two dimensions as independent, allowing for a High-High style.
III. Michigan initially viewed its two dimensions as opposite ends of a single continuum.
IV. Both studies concluded that the autocratic style is universally superior.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I and IV only
(D) I, II, III, and IV

20. Which prominent researcher is most closely associated with directing the University of Michigan Leadership Studies?
(A) Paul Hersey
(B) Robert House
(C) Rensis Likert
(D) Fred Fiedler

21. A Principal insists on strict adherence to the timetable, closely monitors teachers' lesson plans, and issues memos for minor deviations, but rarely interacts with staff regarding their professional challenges or well-being. According to the Ohio State Leadership Studies, this Principal's style is:
(A) High Initiating Structure, Low Consideration
(B) High Initiating Structure, High Consideration
(C) Low Initiating Structure, High Consideration
(D) Low Initiating Structure, Low Consideration

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22. Which of the following was a major limitation of both the Ohio State and University of Michigan Behavioural Leadership theories?
(A) They ignored the fundamental concept of task delegation across staff entirely.
(B) They focused exclusively on the physical traits and appearance of leaders.
(C) They proposed that leadership effectiveness cannot be measured or quantified.
(D) They failed to account for how situational variables impact leadership outcomes.

23. Blake and Mouton's Managerial Grid is built upon two axes. What do these axes represent?
(A) Concern for Production levels and Concern for Quality standards
(B) Concern for People and Concern for Production task completion
(C) Task Structure clarity and Leader-Member Relations quality
(D) Follower Readiness maturity and Leader Authority level

24. In Blake and Mouton's Managerial Grid, the 1,1 leadership style is termed as:
(A) Country Club Management framework
(B) Team Management framework
(C) Impoverished Management style
(D) Task Management framework

25. Which position on the Managerial Grid describes a school leader who exerts minimum effort to get required work done and merely acts as a conduit to pass messages from the Directorate to the teachers?
(A) 9,1 style
(B) 1,9 style
(C) 1,1 style
(D) 5,5 style

26. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Blake and Mouton, the 9,9 (Team Management) style is considered the most effective leadership style in organizations.

Reason (R): The 9,9 style optimally integrates a high concern for task accomplishment with a high concern for the personal needs of the employees.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

27. The 9,1 style on the Managerial Grid is known as Task or Authority-Compliance Management. Which of the following best characterizes this style?

(A) High concern for people, low concern for overall production outputs
(B) High concern for production, low concern for people needs
(C) Moderate concern for both school production and staff people
(D) Low concern for production, low concern for personal people needs

28. In the Managerial Grid, "Country Club Management" (1,9 style) typically results in:

(A) High staff turnover rates due to extreme operational work pressure.
(B) A comfortable, friendly atmosphere but potentially low work output.
(C) Optimal achievement of academic targets along with high staff morale.
(D) Strict administrative adherence to school rules and fiscal policies.

29. The 5,5 position on the Managerial Grid is referred to as:

(A) Middle of the Road Management
(B) Paternalistic Leadership Management
(C) Opportunistic Leadership Management
(D) Laissez-faire Administrative Management

30. Which of the following correctly pairs the theoretical framework with its core proposition?

(A) Trait Theory – Leadership effectiveness depends primarily on follower maturity levels.
(B) Behavioural Theory – Leaders are born naturally rather than developed through training.
(C) Contingency Theory – Leadership effectiveness relies on matching style to situation.
(D) Great Man Theory – Leadership can be systematically taught through grid training models.

31. Blake and Mouton later added two additional styles to their Managerial Grid framework. The style where a leader uses both 1,9 and 9,1 styles but does not integrate them (often acting as a "benevolent dictator") is known as:

(A) Opportunistic Strategic Leadership Management
(B) Transformational Educational Leadership Model
(C) Situational Administrative Leadership Style
(D) Paternalistic/Maternalistic Management

32. Consider the following statements regarding the Managerial Grid:

I. The 9,9 style assumes that employee and organizational goals are inherently in conflict.
II. The 5,5 style relies heavily on compromise to maintain acceptable performance.
III. The Opportunistic leader adapts their position on the grid solely for personal advancement.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

33. The primary distinguishing factor of Contingency Theories of leadership from prior theories is the assertion that:

(A) Human behaviour in complex formal organizations is entirely unpredictable.
(B) There is no single best way to lead; effectiveness depends on the context.
(C) Leaders must universally adopt a highly democratic style to achieve success.
(D) Follower personality traits are inherently more important than leader traits.

34. Fred Fiedler's Contingency Model measures a leader's underlying style using which of the following instruments?

(A) The Multifactor Leadership Questionnaire (MLQ)
(B) The Managerial Grid Questionnaire
(C) The Leader Behaviour Description Questionnaire (LBDQ)
(D) The Least Preferred Co-worker (LPC) Scale

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35. A Principal who organizes a lavish staff party to boost morale but completely ignores that teachers are missing continuous assessment submission deadlines is demonstrating which Managerial Grid style?
(A) 1,9 Country Club
(B) 9,1 Authority-Compliance
(C) 1,1 Impoverished
(D) 9,9 Team Management

36. According to Fiedler's Contingency Model, a leader who scores HIGH on the Least Preferred Co-worker (LPC) scale is considered to be:
(A) Task-oriented leadership style
(B) Laissez-faire leadership style
(C) Relationship-oriented style
(D) Autocratic administrative style

37. Fiedler defined the "favourableness" of a leadership situation based on three dimensions. Which of the following is NOT one of these dimensions?
(A) Follower maturity
(B) Leader-member relations
(C) Task structure
(D) Position power

38. In Fiedler's model, "Task Structure" refers to:
(A) The degree to which followers trust, respect, and feel confident in their leader.
(B) The amount of formal authority the leader possesses to reward or punish staff.
(C) The physical layout and environmental conditions of organizational workspaces.
(D) The extent to which job assignments are clearly defined and procedurally clear.

39. According to Fiedler's Contingency Theory, Task-oriented leaders (Low LPC) perform best in situations that are:
(A) Moderately favourable
(B) Highly favourable or highly unfavourable
(C) Unstructured with weak position power
(D) Characterised by high follower psychological maturity

40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Fiedler proposed that it is more practical to alter the leadership situation to fit the leader rather than asking the leader to change their fundamental style.
Reason (R): Fiedler believed that an individual's leadership style (as measured by the LPC scale) is ingrained and relatively inflexible.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. According to Fiedler's Contingency Model, Relationship-oriented leaders (High LPC) are most effective in situations that are:
(A) Highly favourable conditions
(B) Highly unfavourable conditions
(C) Entirely unstructured conditions
(D) Moderately favourable conditions

42. In Fiedler's theory, if a School Principal has excellent relations with teachers, the school follows highly structured standardized testing protocols, and the Principal holds full authority to sanction leave, the situation is classified as:
(A) Highly favourable
(B) Moderately favourable
(C) Highly unfavourable
(D) Neutral favourability

43. A Principal is transferred to a failing school where teachers are openly hostile, the academic routines are entirely unstructured, and the Principal has been given very little formal authority by the Directorate to enforce discipline. According to Fiedler, which type of leader will be most effective here?
(A) High LPC (Relationship-oriented)
(B) Low LPC (Task-oriented)
(C) Democratic leader
(D) Laissez-faire leader

44. The Path-Goal Theory of leadership was formulated primarily by:
(A) Paul Hersey and Ken Blanchard
(B) Robert House
(C) Bernard Bass
(D) Victor Vroom

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45. Path-Goal Theory relies heavily on which prominent motivation theory?
(A) Vroom's Expectancy Theory
(B) Maslow's Hierarchy of Needs
(C) Herzberg's Two-Factor Theory
(D) McGregor's Theory X and Theory Y

46. According to Path-Goal Theory, the leader's primary job is to:

(A) Ensure a high degree of initiating structure across all tasks consistently.
(B) Focus on matching their fixed trait leadership style to situational context.
(C) Clear the path for subordinates to achieve goals by removing any obstacles.
(D) Force subordinates into the administrative in-group to elevate productivity.

47. Path-Goal Theory identifies four distinct leadership styles. Which of the following is NOT one of them?
(A) Directive leadership style
(B) Supportive leadership style
(C) Participative leadership style
(D) Transactional leadership style

48. Consider the following variables in Fiedler's Contingency Model:
I. Leader-member relations
II. Position power
III. Task structure
IV. Subordinate locus of control
Which of the variables given above are used to determine situational favourableness?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

49. In Path-Goal Theory, which leadership style involves letting subordinates know exactly what is expected of them, giving specific guidance, and asking followers to comply with rules?
(A) Achievement-oriented
(B) Directive
(C) Supportive
(D) Participative

50. According to Path-Goal Theory, when school tasks are highly ambiguous, complex, and stressful for new teachers, which leadership style should the Principal adopt to maximize effectiveness?
(A) Supportive
(B) Delegating
(C) Laissez-faire
(D) Directive

51. In Path-Goal Theory, "Achievement-oriented leadership" is characterised by:
(A) Setting challenging goals and showing confidence in follower performance ability.
(B) Being approachable and showing genuine concern for subordinate needs and well-being.
(C) Consulting with subordinates and using their suggestions before finalizing decisions.
(D) Punishing subordinates when they fail to meet assigned institutional target standards.

52. A Principal faces a situation where the teaching staff is highly experienced, the school's routines are deeply entrenched, and the environment is very stable. The Principal continues to issue minute, step-by-step instructions. Under Path-Goal Theory, how are the teachers likely to view this directive behaviour?
(A) As helpful clearing of paths
(B) As necessary for achieving goals
(C) As redundant and highly frustrating
(D) As a sign of participative leadership

53. Path-Goal Theory posits two classes of contingency variables that moderate the leadership behaviour-outcome relationship. These are:
(A) Subordinate characteristics and Environmental characteristics
(B) Task structure dimensions and Position power authority levels
(C) Leader personality traits and Organizational administrative structure
(D) Follower readiness levels and Subordinate maturity level factors

54. According to Path-Goal Theory, subordinates with an "Internal Locus of Control" (who believe they control their own destiny) are most satisfied with which leadership style?
(A) Directive administrative leadership
(B) Autocratic organizational leadership
(C) Paternalistic institutional leadership
(D) Participative leadership style

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Unlike Fiedler's Contingency Model, Path-Goal Theory assumes that leaders are flexible and can display any or all of the four leadership styles depending on the situation.
Reason (R): Path-Goal Theory is based on the belief that leadership behaviour is an adaptable tool used to influence follower expectancy and valence.
(A) Both A and R are true and R is the correct explanation of A

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(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. The Situational Leadership Theory, which emphasizes adapting leadership style based on follower maturity/readiness, was developed by:
(A) Robert House and Terence Mitchell
(B) Fred Fiedler and Joseph Garcia
(C) Paul Hersey and Ken Blanchard
(D) Bernard Bass and Bruce Avolio

57. In Hersey and Blanchard's Situational Leadership Theory, "Readiness" (or Maturity) refers to:
(A) The physical chronological age and experience level of subordinates.
(B) The overall length of teaching service of the staff in a specific school.
(C) The measured emotional intelligence quotient of the educational leader.
(D) The extent to which a follower has ability and willingness for a task.

58. Hersey and Blanchard divide subordinate readiness into two components. What are they?
(A) Job maturity (ability) and Psychological maturity (willingness)
(B) Educational background qualifications and Physical stamina levels
(C) Task structure clarity dimensions and Position power authority levels
(D) Initiating structure behaviours and Consideration leadership traits

59. According to Situational Leadership Theory, a follower at the M1 (or R1) readiness level is:
(A) Able and competent, but unwilling or hesitant
(B) Unable and unwilling (or lacking confidence)
(C) Unable to perform the task, but highly willing
(D) Able to perform the task, and completely willing

60. The recommended leadership style for M1 (unable and unwilling) followers in Hersey-Blanchard's theory is:
(A) Selling (S2)
(B) Telling (S1)
(C) Participating (S3)
(D) Delegating (S4)

61. Consider the following Hersey-Blanchard leadership styles:
I. Telling: High task behaviour, low relationship behaviour.
II. Selling: High task behaviour, high relationship behaviour.
III. Delegating: Low task behaviour, low relationship behaviour.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

62. In Situational Leadership Theory, the "Participating" (S3) style is most appropriate for followers who are:
(A) Subordinates who are both fully able and highly willing to perform.
(B) Subordinates who are currently unable but demonstrate high willingness.
(C) Subordinates who are able but unwilling or lacking self-confidence.
(D) Subordinates who are completely unable and unwilling to accept tasks.

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63. A Principal is managing a group of newly recruited contract teachers who are eager to teach but lack pedagogical skills and knowledge of school protocols. According to Hersey-Blanchard, what readiness level are they at, and what style should the Principal use?
(A) R1 (Unable and Unwilling) → Telling Style
(B) R2 (Unable but Willing) → Selling Style
(C) R3 (Able but Unwilling) → Participating Style
(D) R4 (Able and Willing) → Delegating Style

64. A Principal has a highly experienced Head of Department who possesses excellent administrative skills and high motivation. The Principal decides to give the HOD complete autonomy over departmental timetable formulation. Which Situational Leadership style is being demonstrated?
(A) Telling
(B) Selling
(C) Delegating
(D) Participating

65. Which of the following is a common criticism of Hersey and Blanchard's Situational Leadership Theory?
(A) It fails to recognize the overall importance and role of followers completely.
(B) Conceptual ambiguities exist in defining and

measuring follower readiness.
(C) It advocates a strict autocratic approach across all operational situations.
(D) It is applicable exclusively to military institutions and not to school settings.

66. The Leader-Member Exchange (LMX) Theory fundamentally differs from earlier behavioural theories by proposing that:
(A) Leaders treat all organizational subordinates in a completely uniform manner.
(B) Only the leader's innate personality traits dictate operational outcomes.
(C) Subordinates completely dictate all structural administrative policies.
(D) Leaders develop unique, differentiated relationships with subordinates.

67. According to LMX Theory, followers who have close, high-trust, and high-interaction relationships with the leader belong to the:
(A) In-group
(B) Out-group
(C) Reference group
(D) Affiliation group

68. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Subordinates in the LMX "in-group" typically receive better performance evaluations, more resources, and higher mentoring than those in the "out-group".
Reason (R): In-group members often take on roles and responsibilities beyond their formal job descriptions, demonstrating higher commitment to the leader's goals.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. The development of LMX relationships typically progresses through three stages. Identify the correct sequence of these stages:
(A) Role routinization → Role making → Role taking
(B) Role making → Role taking → Role routinization
(C) Role taking → Role making → Role routinization
(D) Role taking → Role routinization → Role making

70. In a school setting, which of the following is a characteristic of "out-group" members according to LMX Theory?
(A) They frequently receive unstructured, highly creative administrative work assignments.
(B) They are highly trusted by the school Principal to independently manage institutional crises.
(C) They experience significantly lower rates of professional turnover than in-group members.
(D) Their relationship with the Principal relies strictly on formal employment contracts.

71. Consider the following statements regarding LMX Theory:
I. The leader implicitly categorizes followers into in-groups and out-groups early in their relationship.
II. Out-group members generally exhibit higher levels of job satisfaction than in-group members.
III. High-quality LMX relationships are linked to higher organizational citizenship behaviour (OCB) in schools.
IV. LMX theory assumes that leaders are powerless to change out-group dynamics.
Which of the statements given above are correct?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, III, and IV only

72. Transactional Leadership is best defined as a process where leaders:
(A) Inspire followers to transcend self-interests for the greater organizational good.
(B) Form close emotional bonds and completely distribute operational decision-making.
(C) Guide followers toward goals by clarifying role and task requirements clearly.
(D) Reject formal organizational structures in favour of pure charismatic appeal.

73. Which element of Transactional Leadership involves the leader watching and searching for deviations from rules and standards, and taking corrective action?
(A) Contingent Reward
(B) Passive Management by Exception
(C) Laissez-Faire
(D) Active Management by Exception

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74. Transformational Leadership Theory, heavily expanded upon by Bernard Bass, is characterized by four dimensions often referred to as the "Four I's". Which of the following is NOT one of them?
(A) Initiating Structure
(B) Idealized Influence
(C) Inspirational Motivation
(D) Intellectual Stimulation

75. In Transformational Leadership, "Idealized Influence" means the leader:
(A) Provides followers with a clear sense of purpose that is energizing.
(B) Acts as a strong role model, earning the deep trust and respect of followers.
(C) Encourages followers to be innovative and challenge old assumptions.
(D) Pays special attention to each individual follower's need for achievement and growth.

76. A Principal notices that experienced teachers are sticking to outdated rote-learning methods. She organizes a workshop, asks provocative questions about modern pedagogy, and encourages teachers to critically evaluate their own practices without fear of punishment. Which dimension of Transformational Leadership is being exercised?
(A) Individualized Consideration
(B) Intellectual Stimulation
(C) Inspirational Motivation
(D) Contingent Reward

77. Transformational leaders who act as coaches and mentors, listening to teachers' concerns and delegating tasks to help them develop their personal administrative skills, are exhibiting:
(A) Individualized Consideration
(B) Idealized Influence leadership
(C) Active Management by Exception
(D) Intellectual Stimulation model

78. Which of the following statements correctly distinguishes between Transactional and Transformational leadership?
(A) Transactional leadership focuses on changing overall culture, while Transformational leadership focuses strictly on maintaining existing routines.
(B) Transactional leaders avoid decision-making completely, whereas Transformational leaders hoard all operational decision-making power.
(C) Transactional leadership uses extrinsic exchanges, while Transformational leadership appeals to followers' higher-order intrinsic needs.
(D) Transformational leadership is merely a administrative subset of Transactional Management by Exception across educational settings.

79. Charismatic Leadership Theory, closely related to transformational leadership, primarily posits that:
(A) Leadership effectiveness depends purely on calculating financial incentives and material benefits for followers.
(B) A leader must maintain high task structure and low relationship behaviour across all organizational situations.
(C) The leader must explicitly codify all operational rules and strictly avoid taking any personal risks.
(D) Followers attribute heroic leadership abilities to the leader upon observing specific extraordinary behaviours.

80. A potential dark side or limitation of Charismatic Leadership in an educational institution is that the charismatic leader might:
(A) Become overly focused on rigid bureaucratic rule enforcement across all departments.
(B) Rely too heavily on democratic voting processes for minor administrative decisions.
(C) Allow personal goals to override school goals, creating a cult of personality.
(D) Refuse to engage in public speaking or visionary rhetoric during school assemblies.

81. How did Bernard Bass conceptually relate Transformational and Transactional leadership?
(A) He argued they are mutually exclusive styles; a leader can only display one or the other.
(B) He argued Transformational leadership builds on Transactional leadership to boost performance.
(C) He stated that Transactional leadership is universally superior in modern academic institutions.
(D) He claimed both frameworks are merely alternative terms for Fiedler's High LPC contingency style.

82. The concept of Authentic Leadership focuses heavily on the leader's:
(A) Ability to manipulate followers' perceptions to achieve organizational targets.
(B) Charismatic oratory skills and ability to

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create a cult-like following.
(C) Strict adherence to maximizing financial efficiency above all else.
(D) Self-awareness, relational transparency, and internalized moral perspective.

83. In Authentic Leadership, "Balanced Processing" refers to the leader's practice of:
(A) Objectively analyzing relevant data and seeking opposing viewpoints before decisions.
(B) Ensuring equal budgetary allocations and funding resources across all departments.
(C) Balancing teaching timetables equally between experienced and novice faculty staff.
(D) Providing equal contingent rewards systematically to both in-group and out-group staff.

84. Which of the following leadership approaches specifically emphasizes sharing leadership responsibilities across multiple individuals within the school rather than concentrating it in the Principal alone?
(A) Charismatic Leadership
(B) Great Man Theory
(C) Distributed Leadership
(D) Authority-Compliance Management

85. Distributed Leadership in schools is most closely aligned with the principles of:
(A) Collaboration, shared decision-making, and utilizing teacher leader expertise.
(B) Autocratic administrative control and rigid institutional operational hierarchies.
(C) Passive management by exception combined with laissez-faire school administration.
(D) High initiating structure frameworks paired with low consideration administrative traits.

86. A Principal is facing strong opposition from the teachers' union regarding a new assessment policy. Instead of imposing the policy by rule, she openly shares her core values, admits the policy's potential flaws, and aligns her arguments with the ethical mandate of student welfare, building deep trust. Which leadership model is she primarily utilizing?
(A) Task Management (9,1)
(B) Directive Path-Goal Leadership
(C) Management by Exception
(D) Authentic Leadership

87. Identify the incorrect pair of Leadership Theory and its core construct:
(A) Situational Leadership – Follower Readiness
(B) Behavioural Theory – Locus of Control
(C) Path-Goal Theory – Expectancy and Valences
(D) Contingency Theory – Least Preferred Co-worker

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88. According to LMX theory, if a Principal wishes to improve the overall climate of the school, the most effective strategy regarding the "out-group" is to:
(A) Terminate out-group members immediately to maintain high institutional in-group harmony.
(B) Ignore out-group staff completely as long as they meet formal contractual duties.
(C) Offer opportunities to transition out-group members into the in-group through trust.
(D) Assign out-group staff the most critical, high-risk tasks without guidance to test loyalty.

89. Which leadership theory explicitly incorporates the concept of an "internalized moral perspective" where the leader's actions are guided by internal moral standards rather than external pressures?
(A) Transactional Leadership
(B) Michigan Studies
(C) Trait Theory
(D) Authentic Leadership

90. Which of the following scenarios best demonstrates a Principal applying Fiedler's Contingency Theory recommendations?
(A) The Principal requests a transfer to a school matching their leadership style.
(B) The Principal frequently takes personality tests to alter their leadership style.
(C) The Principal trains all school teaching staff to become charismatic leaders.
(D) The Principal changes leadership style daily based on teacher maturity levels.

91. In Hersey and Blanchard's model, if a follower's readiness level increases from M2 (Unable but Willing) to M3 (Able but Unwilling/Insecure), the leader should shift their style from:
(A) Telling leadership style to Delegating style
(B) Selling style to Participating style
(C) Participating style to Selling style
(D) Delegating style to Telling style

92. The concept of "Relational Transparency" in Authentic Leadership implies that the Principal:
(A) Hides personal administrative weaknesses to maintain an aura of absolute professional competence.
(B) Shares information openly, expresses true thoughts appropriately, and avoids hidden agendas.
(C) Delegates all institutional communication and operational responsibilities to subordinate staff.
(D) Constantly monitors school staff activities across classrooms using continuous CCTV surveillance.

93. A primary distinction between Transformational Leadership and Charismatic Leadership is that:
(A) Transformational leadership emphasizes developing followers' capacity to lead themselves.
(B) Charismatic leadership always results in ethical outcomes, whereas Transformational leadership does not.
(C) Charismatic leadership relies heavily on contingent rewards, while Transformational leadership avoids them.
(D) Transformational leadership focuses on traditional routines, whereas Charismatic leadership destroys them.

94. According to Blake and Mouton, a Principal who constantly compromises, resulting in mediocre academic performance and moderate staff satisfaction, is operating at which Managerial Grid coordinate?
(A) 1,9
(B) 9,9
(C) 5,5
(D) 1,1

95. The historical shift in leadership theory from "Great Man" to "Contingency" primarily signifies a shift in belief from:
(A) Leaders are made through training → Leaders are born naturally with traits
(B) Task-oriented transactional focus → Extreme laissez-faire administrative focus
(C) Group-level organizational focus → Individual isolation in management
(D) Universal inherent traits → Context-dependent leadership effectiveness

96. Under Path-Goal Theory, if the tasks given to teachers are highly structured, routine, and exceptionally boring, what is the most appropriate leadership style to improve morale?
(A) Directive
(B) Achievement-oriented
(C) Supportive
(D) Autocratic

97. Which researcher introduced the concept of the "Full Range Leadership Model," which places Laissez-Faire, Transactional, and Transformational leadership on a continuum?
(A) Fred Fiedler
(B) Bernard Bass
(C) Robert House
(D) Dr. Paul Hersey

98. In educational management, adopting a "Distributed Leadership" perspective specifically requires a Principal to:
(A) Act as the sole instructional leader and micro-manage all academic school departments.
(B) Relinquish all legal and financial accountability to the School Management Committee.
(C) Distribute administrative disciplinary punishment equally among all rule-breakers.
(D) Recognize and foster leadership capacity in teachers and staff across the institution.

99. The "Michigan Studies" and "Ohio State Studies" are hallmark research projects belonging to which paradigm of leadership theories?
(A) Behavioural Theories
(B) Great Man Theories
(C) Contingency Theories
(D) Neo-Charismatic Theories

100. A school Principal successfully guides the institution through a massive transition to digital learning. She inspires the staff with a compelling vision, mentors struggling teachers individually, challenges traditional teaching paradigms, and serves as a highly ethical role model. According to contemporary educational management paradigms, this Principal is best described as a:
(A) 1,1 Impoverished Leader
(B) Transactional Leader
(C) Transformational Leader
(D) Low LPC Leader

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ANSWERS

1. (A) II, IV, I, III
Educational leadership theories evolved through distinct historical phases. The Great Man theories of the nineteenth century asserted that leadership was inherent and hereditary. Researchers subsequently shifted to Trait theories in the early twentieth century, followed by Behavioural theories during the mid-twentieth century, and ultimately Contingency theories, which integrated situational contexts with leadership dynamics.

2. (D) Leaders are born with inherent qualities that cannot be acquired through training.
The Great Man Theory posits that extraordinary leadership capabilities are natural gifts rather than developed competencies. This classic management paradigm assumes that exceptional individuals possess innate psychological, physical, and personality attributes. Consequently, effective administration relies on selecting individuals endowed with intrinsic leadership qualities, as formal education and structured training cannot instill these essential capabilities.

3. (A) Ralph Stogdill
Ralph Stogdill conducted groundbreaking survey studies examining leadership trait research across two major periods in twentieth-century management literature. His synthesized findings demonstrated that no singular combination of personal traits universally defines effective leaders. Instead, personal characteristics interact directly with situational factors, establishing that situational demands dictate how personal attributes translate into actual administrative effectiveness.

4. (C) Fails to consider the interaction between the leader, the followers, and the situation.
Trait theory focuses exclusively on identifying stable personal characteristics that distinguish leaders from non-leaders. Educational researchers criticize this framework because individual characteristics operate within complex organizational environments. By isolating personal qualities, trait theory neglects how administrative success depends on dynamic interactions among the leader's personality, follower readiness levels, and specific situational variables present within educational institutions.

5. (A) Both A and R are true and R is the correct explanation of A
During the mid-twentieth century, researchers found that physical, psychological, and intellectual traits could not consistently predict leadership success in differing institutional scenarios. Empirical studies consistently failed to establish a universal set of traits valid across diverse contexts, prompting organizational theorists to shift focus toward observable leader behaviours and contextual contingencies in educational management.

6. (D) Great Man Theory focuses on born leaders, whereas Trait Theory empirically identifies physical and psychological traits.
The Great Man Theory originated as a philosophical view claiming that heroic leadership is strictly an inherited gift belonging to elite individuals. In contrast, Trait Theory applied systematic empirical research to identify, measure, and classify specific psychological, intellectual, and physical characteristics, moving beyond simple philosophical assumptions about inherited destiny toward measurable individual qualities.

7. (B) High intelligence quotient and verbal fluency
Early empirical research in trait theory demonstrated that high intelligence quotient and strong verbal skills reliably correlate with an individual becoming perceived as a leader within group settings. However, these specific attributes do not guarantee effective long-term administrative outcomes, as institutional performance requires complex interpersonal competence, administrative planning, and situational adaptability.

8. (C) Great Man Theory
Relying exclusively on inherited charisma, physical appearance, and speaking ability without administrative competence illustrates the primary flaw of the Great Man approach. This paradigm wrongly assumes that natural personal gifts automatically yield successful

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institutional outcomes while ignoring essential managerial competencies, operational planning, structured task organization, and the complex demands of the surrounding organizational environment.

9. (D) Behavioural theories successfully identified a single best leadership style for all situations.
The transition to behavioural leadership theories marked a major conceptual shift from studying personal qualities to analyzing actions. Although behavioural researchers established that leadership skills could be acquired, they failed to identify any universal leadership style that works effectively in all contexts. This limitation eventually prompted the development of situational and contingency models in organizational management.

10. (A) Locus of control (internal vs external orientation)
Classic trait theories systematically grouped personal characteristics into physical traits, background elements, intelligence levels, and personality dimensions. Locus of control is a psychological construct describing personality beliefs regarding personal agency versus environmental influence. It was introduced much later in modern psychological and path-goal contingency literature rather than during early trait theory research.

11. (B) II and III only
Historical leadership research shows that trait theories failed to establish relative rankings or importance among various personal attributes. Behavioural theories explicitly focused on observable leader actions rather than underlying psychological traits. Contingency theories subsequently synthesized these paradigms by integrating leader attributes, behaviours, and surrounding situational dimensions to evaluate administrative effectiveness across organizations.

12. (B) Leadership training and professional development programs became highly relevant.
The transition toward behavioural leadership paradigms established that effective leadership consists of learnable actions and practices rather than fixed innate traits. In educational management, this shift justified the implementation of professional development, administrative training programs, and executive coaching, enabling educators to cultivate effective operational styles through structured instruction and reflection.

13. (A) Initiating Structure and Consideration
The Ohio State Leadership Studies conducted extensive empirical research to identify the primary dimensions of administrative behaviour. Researchers established Initiating Structure, which focuses on task organization, operational procedures, and goal attainment, alongside Consideration, which emphasizes mutual trust, interpersonal respect, open communication, and genuine concern for staff well-being within educational institutions.

14. (C) Defines and structures roles of self and teachers toward goal attainment.
Within the Ohio State leadership framework, Initiating Structure represents task-oriented leader behaviours. An educational administrator demonstrating high Initiating Structure clearly delineates group roles, establishes formal communication channels, schedules regular work routines, standardizes operational procedures, and enforces explicit performance standards to ensure that institutional goals are accomplished efficiently and systematically across departments.

15. (D) A is false but R is true
The Ohio State Leadership Studies concluded that Initiating Structure and Consideration are distinct, independent dimensions rather than mutually exclusive choices. Administrators can simultaneously exhibit high levels of both behaviours. Leaders who successfully integrate high task structuring with high interpersonal consideration consistently achieve superior organizational outcomes and high subordinate job satisfaction.

16. (C) Develop mutual trust, respect for teachers' ideas, and genuine empathy.
In the Ohio State Leadership Studies, Consideration reflects relationship-oriented administrative behaviours. An educational leader scoring high on Consideration fosters personal rapport, demonstrates genuine concern for staff comfort and emotional well-being, respects teachers' professional input, and actively cultivates an institutional environment characterized by strong mutual trust, warmth, and open communication among staff.

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17. (B) Employee-oriented style and Production-oriented style
The University of Michigan Leadership Studies identified two primary supervisory orientations in organizational administration. Employee-oriented leaders focus on interpersonal relationships, personal employee needs, and individual professional growth. Conversely, production-oriented leaders prioritize technical operational aspects, task completion, and strict work goals, viewing subordinates primarily as functional tools to achieve institutional objectives.

18. (D) Employee-oriented leader
In the Michigan leadership studies, an employee-oriented leader emphasizes human relations, deeply values employee individuality, and demonstrates sincere concern for personal needs. Such administrators build cohesive work environments by actively supporting staff members, encouraging participation, and recognizing individual contributions, which directly correlates with higher overall employee job satisfaction and lower organizational turnover rates.

19. (A) I, II, and III only
Both the Ohio State and Michigan studies identified two foundational dimensions of leadership. Ohio State conceptualized these as independent axes, whereas Michigan initially mapped them on a continuous linear scale. Neither study concluded that autocratic leadership was universally superior; instead, employee-oriented and high-consideration behaviours consistently yielded higher overall employee job satisfaction.

20. (C) Rensis Likert
Rensis Likert directed the Institute for Social Research at the University of Michigan, leading landmark studies on management and leadership styles. His research categorized supervisory behaviours into employee-oriented and production-oriented styles, eventually forming Likert's System 4 Management Model, which ranges from exploitative-authoritative to participative-group management systems in comprehensive organizational analysis.

21. (A) High Initiating Structure, Low Consideration
A leader who enforces strict compliance, closely monitors operational schedules, and insists on standard procedures displays high Initiating Structure. Simultaneously, failing to address personal difficulties, avoiding informal interactions, and demonstrating little empathy indicates low Consideration. This specific combination reflects a task-focused, non-relational approach within the Ohio State leadership framework of organizational behaviour.

22. (D) They failed to account for how situational variables impact leadership outcomes.
Early behavioural theories assumed that specific leadership behaviours would consistently yield positive outcomes across all environments. However, these models failed to incorporate contingency variables such as task ambiguity, organizational culture, and follower maturity. This major conceptual omission highlighted that leadership effectiveness depends heavily on situational contexts rather than dynamic behaviour alone.

23. (B) Concern for People and Concern for Production task completion
Robert Blake and Jane Mouton designed the Managerial Grid to evaluate leadership styles based on two intersecting dimensions. The horizontal axis measures Concern for Production, assessing how leaders structure tasks and output. The vertical axis measures Concern for People, measuring how leaders address human needs, interpersonal trust, and employee satisfaction.

24. (C) Impoverished Management style
On the Blake and Mouton Managerial Grid, the 1,1 position is designated as Impoverished Management. Leaders utilizing this style exert minimal effort regarding both task accomplishment and employee satisfaction. Such administrators act primarily as passive message passers, maintaining formal employment while avoiding responsibility, initiative, and active engagement within the organization.

25. (C) 1,1 style
The 1,1 style on the Managerial Grid reflects extreme administrative detachment, where a leader demonstrates low concern for both task outputs and human relations. An administrator operating at this coordinate does only the minimum work required to sustain employment, functioning merely as a conduit for information while avoiding active problem-solving or leadership responsibility.

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26. (A) Both A and R are true and R is the correct explanation of A
Blake and Mouton identified the 9,9 Team Management style as the theoretical ideal for organizational leadership. This approach operates on the belief that high task commitment and high consideration for employees are mutually supportive. Integrating organizational goals with employee growth fosters high trust, shared commitment, high productivity, and exceptional job satisfaction.

27. (B) High concern for production, low concern for people needs
The 9,1 coordinate on the Managerial Grid represents Authority-Compliance Management, characterized by high concern for task completion paired with low concern for human elements. Leaders adopting this autocratic style enforce strict operational control, view employee needs as secondary to organizational efficiency, and utilize structural power to ensure rigid compliance with targets.

28. (B) A comfortable, friendly atmosphere but potentially low work output.
Country Club Management, located at position 1,9 on the Managerial Grid, places maximum emphasis on satisfying employee interpersonal needs while giving low priority to task production. While this orientation creates a supportive, friendly, and low-stress work environment, it often leads to compromised efficiency, lack of accountability, and diminished institutional performance.

29. (A) Middle of the Road Management
On Blake and Mouton's Managerial Grid, position 5,5 is designated as Middle of the Road Management. This leadership style seeks a balance between organizational output and employee morale through compromise. While it maintains functioning operations and acceptable working relationships, it rarely achieves excellence in performance or maximum employee engagement within the organization.

30. (C) Contingency Theory – Leadership effectiveness relies on matching style to situation.
Contingency theory asserts that no single leadership style is universally effective across organizations. Instead, administrative success depends on the precise degree of alignment between the leader's specific behavioural style and situational characteristics, including task structure, positional authority, and follower dynamics, making situational fit the primary determinant of institutional performance levels.

31. (D) Paternalistic/Maternalistic Management
Paternalistic or Maternalistic Management combines 1,9 Country Club and 9,1 Authority-Compliance styles without integrating them. In this framework, the leader treats subordinates like family, rewarding loyalty and compliance with affection while demanding complete obedience. High task control is paired with paternal care, but criticism or non-compliance is met with personal rejection.

32. (B) II and III only
In the expanded Managerial Grid framework, the 5,5 style relies on compromise to balance work outputs with staff satisfaction. Opportunistic leaders dynamically shift positions across the grid solely to maximize personal gain and status. The 9,9 style assumes that organizational objectives and employee needs are complementary rather than inherently in conflict.

33. (B) There is no single best way to lead; effectiveness depends on the context.
Contingency theories challenged early trait and behavioural approaches by proposing that no universal leadership style guarantees success across all organizational settings. Leadership effectiveness is contingent upon matching specific leader behaviours with key contextual variables, such as task nature, authority structures, and follower traits, establishing situational fit as essential for administrative success.

34. (D) The Least Preferred Co-worker (LPC) Scale
Fred Fiedler developed the Least Preferred Co-worker (LPC) scale to measure an individual's underlying leadership orientation. Respondents evaluate the person with whom they worked least efficiently across various bipolar personality traits. This instrument determines whether a leader possesses an enduring task-oriented orientation or a relationship-oriented leadership style across organizational settings.

35. (A) 1,9 Country Club
Organising social events to boost morale while completely neglecting core administrative deadlines reflects the 1,9 Country Club management style on Blake and Mouton's grid.

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This orientation prioritizes staff comfort, social harmony, and positive relationships at the expense of task output, formal accountability, and institutional performance requirements within the academic setting.

36. (C) Relationship-oriented style
In Fiedler's Contingency Model, scoring high on the Least Preferred Co-worker scale indicates a relationship-oriented leadership style. High LPC leaders evaluate their least preferred colleague in relatively favorable terms, deriving primary satisfaction from establishing positive interpersonal connections, maintaining harmony, and fostering strong relational bonds within work groups and departments.

37. (A) Follower maturity
Fred Fiedler defined situational favourableness using three core dimensions: leader-member relations, task structure, and position power. Follower maturity is a key variable in Hersey and Blanchard's Situational Leadership Theory, rather than Fiedler's model, which focuses strictly on relational trust, task clarity, and formal organizational authority in administrative settings.

38. (D) The extent to which job assignments are clearly defined and procedurally clear.
In Fiedler's Contingency Theory, task structure describes the clarity and procedural predictability of assigned organizational duties. High task structure means institutional goals, work routines, and evaluation criteria are explicitly detailed and standardized, whereas low task structure implies ambiguous administrative objectives, unspecified operational methods, and multiple unstructured pathways to problem resolution.

39. (B) Highly favourable or highly unfavourable
Fiedler's research showed that task-oriented leaders (Low LPC) achieve optimal performance in situational extreme conditions. In highly favourable situations, where trust, structure, and power are strong, task focus maintains high efficiency. In highly unfavourable situations, marked by poor trust, ambiguity, and weak authority, decisive task directive leadership creates necessary stability.

40. (A) Both A and R are true and R is the correct explanation of A
Fiedler viewed individual leadership style, as assessed by the LPC scale, as a deeply ingrained personality trait that remains relatively fixed over time. Consequently, his model advocates engineering the administrative situation—modifying leader-member trust, task structure, or position power—to match the leader's natural style rather than attempting personal style modification.

41. (D) Moderately favourable conditions
In Fiedler's Contingency Model, relationship-oriented leaders (High LPC) achieve maximum effectiveness in moderately favourable situations. In these intermediate environments, where leader-member trust, task structure, or positional power are mixed, strong interpersonal skills help build cohesion, resolve structural ambiguities, and improve group cooperation to enhance organizational productivity in complex academic settings.

42. (A) Highly favourable
Under Fiedler's model, situational favourableness is systematically evaluated using three criteria: leader-member relations, task structure, and position power. When interpersonal relations are excellent, administrative tasks are highly structured, and formal authority is strong, the context represents Octant I, which is classified as highly favourable for executive administrative control across departments.

43. (B) Low LPC (Task-oriented)
In Fiedler's model, an environment with hostile leader-member relations, unstructured tasks, and weak formal authority is highly unfavourable (Octant VIII). Under extreme unfavourable conditions, a Low LPC (task-oriented) leader is most effective because strong task direction, structure, and operational clarity are required to establish basic administrative order in dysfunctional institutional settings.

44. (B) Robert House
Robert House formulated the Path-Goal Theory of leadership in 1971, expanding it in subsequent organizational research. The model posits that effective leaders enhance subordinate motivation and satisfaction by clarifying goals, reducing performance obstacles, and selecting appropriate leadership styles that align with both follower

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characteristics and environmental task demands within academic institutions.

45. (A) Vroom's Expectancy Theory
Path-Goal Theory is built upon Victor Vroom's Expectancy Theory of motivation. It proposes that subordinates are motivated when they believe effort leads to effective performance (expectancy), performance results in desired outcomes (instrumentality), and the rewards are personally valued (valence). Leaders adapt behaviours to maximize these psychological perceptions among institutional employees.

46. (C) Clear the path for subordinates to achieve goals by removing any obstacles.
In Path-Goal Theory, the primary administrative role is helping subordinates attain institutional and personal goals. Leaders achieve this by clarifying goal pathways, eliminating operational hurdles, providing necessary guidance and administrative resources, and increasing valued extrinsic rewards, thereby optimizing employee motivation, overall job performance, and workplace satisfaction across educational departments.

47. (D) Transactional leadership style
Path-Goal Theory explicitly delineates four distinct leadership styles: Directive, Supportive, Participative, and Achievement-Oriented. Transactional leadership represents a separate conceptual framework developed later by James MacGregor Burns and Bernard Bass, focusing on exchanges of contingent rewards for compliance rather than path clarification within dynamic situational contexts in administrative environments.

48. (A) I, II, and III only
Fiedler's Contingency Model evaluates situational favourableness using three specific situational dimensions: leader-member relations, task structure, and position power. Subordinate locus of control is a follower psychological characteristic utilized within House's Path-Goal Theory, rather than a situational dimension within Fiedler's structural contingency model in educational organization studies.

49. (B) Directive
In Path-Goal Theory, directive leadership closely mirrors initiating structure from early behavioural studies. The administrator provides specific performance guidelines, clarifies work standards, establishes schedules, and enforces organizational rules. This style minimizes role ambiguity for subordinates when tasks are highly complex, ambiguous, or unstructured within the institution across operational units.

50. (D) Directive
According to Path-Goal Theory, directive leadership is most effective when tasks are complex, ambiguous, or stressful and subordinates lack relevant experience. In such administrative environments, directive leadership reduces role ambiguity, provides explicit guidance, and establishes standard expectations, helping inexperienced staff navigate challenging institutional duties with reduced frustration and greater clarity.

51. (A) Setting challenging goals and showing confidence in follower performance ability.
Achievement-oriented leadership in Path-Goal Theory involves setting challenging performance targets, seeking continuous process improvement, and demonstrating high confidence in subordinates' capabilities. This leadership style encourages followers to exercise autonomy and exert maximum effort, making it particularly effective for highly competent, self-motivated professionals seeking excellence within organizational environments across departments.

52. (C) As redundant and highly frustrating
Path-Goal Theory indicates that directive leadership creates frustration and perceived micromanagement when tasks are clear and subordinates are highly experienced. Issuing close directions for routine, well-understood tasks provides no added value; instead, it reduces subordinate autonomy, undermines job satisfaction, and is perceived as unnecessary administrative control in established operational settings.

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53. (A) Subordinate characteristics and Environmental characteristics
Path-Goal Theory explicitly specifies two core categories of contingency variables moderating the relationship between leadership style and outcome performance. Subordinate characteristics include locus of control, experience, and perceived ability. Environmental characteristics encompass task structure, formal authority systems, and primary work group

dynamics within organizational institutions during administrative decision-making.

54. (D) Participative leadership style
In Path-Goal Theory, individuals with an internal locus of control believe that outcomes result directly from their own efforts and decisions. Such employees prefer participative leadership because it allows them to contribute to decision-making, exercise professional autonomy, and influence work processes rather than receiving top-down directive instructions from administrative authority.

55. (A) Both A and R are true and R is the correct explanation of A
Unlike Fiedler's contingency model, which treats leadership style as fixed, Path-Goal Theory assumes leaders can flexibly adopt directive, supportive, participative, or achievement-oriented behaviours. This behavioral flexibility enables administrators to dynamically adjust their style to influence subordinate expectancies and valences, ensuring optimal performance outcomes across varying institutional scenarios within administrative systems.

56. (C) Paul Hersey and Ken Blanchard
Paul Hersey and Ken Blanchard developed Situational Leadership Theory (SLT) in the late 1960s. Their model asserts that successful leadership requires adapting task and relationship behaviours to match the readiness or maturity level of followers regarding a specific task, emphasizing adaptability rather than relying on a single leadership style across organizations.

57. (D) The extent to which a follower has ability and willingness for a task.
In Hersey and Blanchard's Situational Leadership Theory, readiness (or maturity) explicitly describes a follower's ability and willingness to accomplish a specific assigned task. Ability involves necessary technical knowledge, skill, and experience, while willingness involves psychological confidence, commitment, and internal motivation. Readiness is strictly task-specific rather than a general personal trait across situations.

58. (A) Job maturity (ability) and Psychological maturity (willingness)
Hersey and Blanchard conceptualize follower readiness using job maturity and psychological maturity. Job maturity refers to possessing the requisite technical knowledge, competence, and skills to perform a task. Psychological maturity relates to self-confidence, motivation, commitment, and willingness to accept responsibility for executing that task effectively within an educational organization.

59. (B) Unable and unwilling (or lacking confidence)
Under Hersey and Blanchard's model, the M1 (or R1) readiness level represents the lowest maturity stage. Subordinates at this stage lack the necessary skills, technical competence, and experience (unable) while also lacking motivation, confidence, or willingness to take responsibility for executing the specific assigned task within the institutional workplace.

60. (B) Telling (S1)
For M1 followers who are both unable and unwilling, Hersey and Blanchard prescribe the Telling (S1) style. This approach combines high task orientation with low relationship orientation. The leader provides explicit instructions, defines rules, establishes close supervision, and clearly specifies what, how, and when tasks must be performed across administrative departments.

61. (D) I, II, and III
Hersey and Blanchard mapped four leadership styles based on task and relationship behaviours. Telling (S1) pairs high task and low relationship behaviours. Selling (S2) incorporates high task and high relationship behaviours. Delegating (S4) involves low task and low relationship behaviours, giving competent, willing followers autonomous responsibility over task execution and performance.

62. (C) Subordinates who are able but unwilling or lacking self-confidence.
The Participating (S3) style in Situational Leadership uses high relationship and low task behaviours. It targets followers at the M3 readiness level who possess required technical ability but lack self-confidence or motivation. The leader facilitates collaborative decision-making, provides personal encouragement, and offers supportive feedback rather than step-by-step task instructions.

63. (B) R2 (Unable but Willing) → Selling Style
Employees who demonstrate enthusiasm and high motivation but lack required technical skills

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are at the R2 readiness level (unable but willing). The recommended leadership approach is Selling (S2), which combines high task guidance to build skills with high relationship support to maintain enthusiasm and reinforce positive commitment within the administrative workplace.

64. (C) Delegating
Providing full autonomy to a highly competent and motivated subordinate exemplifies the Delegating (S4) style. This approach combines low task behaviour with low relationship behaviour, allowing R4 followers (able and willing) to independently plan, execute, and evaluate their responsibilities without needing close supervision or continuous emotional support from educational leaders.

65. (B) Conceptual ambiguities exist in defining and measuring follower readiness.
A primary scientific criticism of Situational Leadership Theory involves conceptual ambiguity in defining and operationalizing follower readiness. Organizational critics argue that combining ability, confidence, and motivation into a single linear continuum creates measurement inconsistencies, making it difficult to test empirically or systematically apply in complex administrative environments across various sectors.

66. (D) Leaders develop unique, differentiated relationships with subordinates.
Leader-Member Exchange (LMX) Theory challenged traditional leadership models that assumed leaders treat all subordinates uniformly. LMX posits that leaders establish distinct, dyadic relationships with individual followers, creating differentiated social exchanges ranging from high-trust, mutual influence relationships to formal, contract-based transactional interactions within organizational work groups across formal institutional settings.

67. (A) In-group
In Leader-Member Exchange Theory, followers who establish high-quality dyadic relationships with their institutional leader form the in-group. These favored members enjoy high trust, mutual respect, frequent communication, increased administrative support, greater decision-making autonomy, and special opportunities for developmental assignments that extend well beyond their formal job descriptions within the organization.

68. (A) Both A and R are true and R is the correct explanation of A
In Leader-Member Exchange Theory, in-group members demonstrate high organizational commitment, initiative, and willingness to perform discretionary tasks. Because these followers consistently go beyond formal contractual duties, leaders reciprocate by providing higher performance evaluations, greater access to resources, personal mentoring, and administrative support within the workplace across institutional departments.

69. (C) Role taking → Role making → Role routinization
LMX relationship development follows three sequential stages over time. In Role Taking, the leader tests the follower's skills through initial work assignments. In Role Making, the leader and follower negotiate role expectations through ongoing social exchanges. Finally, in Role Routinization, interaction patterns consolidate into established in-group or out-group administrative relationships.

70. (D) Their relationship with the Principal relies strictly on formal employment contracts.
In LMX Theory, out-group members share low-quality exchange relationships with their leader. Interactions are transactional, formal, and strictly confined to job descriptions and employment contracts. These employees receive basic support, limited communication, and fewer advancement opportunities, often resulting in reduced job satisfaction and lower commitment within the educational institution.

71. (A) I and III only
LMX Theory demonstrates that leaders implicitly categorize subordinates early in their working relationship into distinct in-groups and out-groups. High-quality LMX exchanges consistently foster extra-role discretionary efforts known as organizational citizenship behaviour. Out-group members report significantly lower job satisfaction than in-group members, though leaders can proactively alter these dyadic dynamics over time.

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72. (C) Guide followers toward goals by clarifying role and task requirements clearly.
Transactional Leadership focuses on contractual and relational exchanges between leaders and followers. Leaders guide subordinates toward established goals by clarifying structural roles, establishing performance expectations, setting clear standards, and offering contingent rewards for compliance, while actively utilizing management-by-exception to correct deviations from established institutional rules across the organization and departments.

73. (D) Active Management by Exception
Active Management by Exception is a key dimension of Transactional Leadership where the leader continuously monitors work execution, actively tracks performance metrics, searches for deviations from established rules and standards, and intervenes immediately with corrective actions to enforce organizational compliance and maintain strict operational quality control within the institution at all times.

74. (A) Initiating Structure
Bernard Bass conceptualized Transformational Leadership through four core dimensions known as the "Four I's": Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Initiating Structure is a classic task-oriented dimension derived from the Ohio State Leadership Studies rather than a dimension of Bass's transformational leadership paradigm in organizational research.

75. (B) Acts as a strong role model, earning the deep trust and respect of followers.
Idealized Influence represents the charismatic component of Transformational Leadership. Leaders exhibiting Idealized Influence serve as exemplary role models, demonstrate unwavering ethical principles and high moral standards, prioritize collective organizational goals over self-interest, and command deep personal respect, trust, and admiration from followers within the administrative institution across departments.

76. (B) Intellectual Stimulation
Intellectual Stimulation involves actively encouraging followers to question long-standing assumptions, rethink established operational routines, take calculated creative risks, and adopt innovative approaches to problem-solving. Leaders exercising this transformational dimension cultivate an open environment where staff feel fully empowered to challenge traditional practices without fearing personal criticism or punishment from authority.

77. (A) Individualized Consideration
Individualized Consideration is the key transformational dimension where leaders treat followers as unique individuals rather than generic operational personnel. Leaders act as personal mentors and coaches, listening attentively to staff concerns, understanding unique individual needs, delegating tailored developmental tasks, and actively supporting ongoing professional growth within the educational institution effectively.

78. (C) Transactional leadership uses extrinsic exchanges, while Transformational leadership appeals to followers' higher-order intrinsic needs.
Transactional leadership relies on formal extrinsic transactions, utilizing contingent rewards and corrective interventions to maintain routine performance. Conversely, transformational leadership inspires followers by appealing to higher-order intrinsic needs, shared moral values, and collective long-term vision, motivating staff to transcend self-interest and achieve exceptional organizational outcomes in educational administration.

79. (D) Followers attribute heroic leadership abilities to the leader upon observing specific extraordinary behaviours.
Charismatic Leadership Theory posits that charisma is an attribution made by followers who observe specific heroic or extraordinary leader behaviours. When leaders articulate an inspiring vision, display personal conviction, take calculated risks, and demonstrate sensitivity to follower needs, followers attribute exceptional capabilities and authority to the leader across organizational settings.

80. (C) Allow personal goals to override school goals, creating a cult of personality.
A major potential drawback of charismatic leadership involves excessive organizational reliance on the leader's personal authority. Self-serving charismatic leaders can manipulate follower devotion, establish a cult of personality, suppress constructive criticism, and prioritize personal ego over institutional goals, ultimately

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compromising long-term organizational stability when the leader departs from the institution.

81. (B) He argued Transformational leadership builds on Transactional leadership to boost performance.
Bernard Bass proposed that transformational and transactional leadership are complementary dimensions rather than mutually exclusive polar opposites. He argued that transformational leadership builds upon transactional mechanisms, such as contingent rewards and clear role structures, elevating follower performance beyond simple compliance to achieve extraordinary organizational effectiveness across educational administrative systems.

82. (D) Self-awareness, relational transparency, and internalized moral perspective.
Authentic Leadership emphasizes genuine character, transparency, and personal moral depth. The theoretical framework relies on four foundational pillars: self-awareness of personal strengths and values, relational transparency in communicating openly, balanced processing of relevant data before reaching decisions, and an internalized moral perspective that guides actions according to high ethical standards always.

83. (A) Objectively analyzing relevant data and seeking opposing viewpoints before decisions.
In Authentic Leadership Theory, balanced processing represents an objective, unbiased approach to administrative decision-making. Leaders demonstrating balanced processing systematically analyze all relevant operational data and actively solicit opposing or challenging viewpoints before reaching final conclusions, ensuring that administrative choices are thoroughly evaluated and aligned with organizational standards within the institution.

84. (C) Distributed Leadership
Distributed Leadership views leadership as an interactive practice spread across multiple individuals rather than concentrated in a single formal authority figure. In educational management, this perspective highlights shared responsibility, collaborative decision-making, and leveraging leadership capacity and expertise across teachers and administrative staff throughout the school environment to achieve overall institutional excellence.

85. (A) Collaboration, shared decision-making, and utilizing teacher leader expertise.
Distributed Leadership in educational settings focuses on collective leadership capacity. Rather than relying solely on top-down principal control, distributed leadership relies on collaboration, shared decision-making, and empowering teacher leaders to exercise administrative expertise in specialized areas, promoting instructional innovation and sustainable institutional reform across the school system over time.

86. (D) Authentic Leadership
Openly communicating personal values, admitting institutional challenges, and making policy decisions based on ethical standards illustrates Authentic Leadership. This administrative approach builds genuine organizational trust through relational transparency and balanced processing, leading through personal ethical commitment and shared moral purpose rather than relying strictly on formal positional authority within schools.

87. (B) Behavioural Theory – Locus of Control
Behavioural theories focus on observable leader actions, such as initiating structure and consideration, rather than internal cognitive traits. Locus of control is a personality trait variable measuring individual beliefs regarding personal agency, which is incorporated within Path-Goal Theory and psychological research rather than core Behavioural Leadership Theories in organizational literature.

88. (C) Offer opportunities to transition out-group members into the in-group through trust.
Under LMX Theory, improving school climate requires actively reducing the divide between in-group and out-group staff. Principals accomplish this by offering out-group members equal access to high-trust administrative opportunities, open communication, professional mentoring, and developmental tasks, facilitating their gradual transition into high-quality exchange relationships across departments within the institution.

89. (D) Authentic Leadership
Authentic Leadership explicitly incorporates an internalized moral perspective as a core dimension. Leaders with an internalized moral perspective regulate their behaviour based on core personal values, ethical principles, and

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internal moral standards, resisting external social or institutional pressures to act unethically during organizational decision-making processes within academic institutions.

90. (A) The Principal requests a transfer to a school matching their leadership style.
Fiedler's Contingency Theory posits that individual leadership style (measured by LPC) is relatively fixed. Because leaders cannot easily change their natural orientation, Fiedler recommended engineering the situation or placing leaders in environments matching their style. Seeking a transfer to a compatible school environment directly applies Fiedler's recommendation for situational alignment.

91. (B) Selling style to Participating style
In Hersey and Blanchard's Situational Leadership Model, when follower readiness increases from M2 (unable but willing) to M3 (able but unwilling or insecure), the leader adjusts style accordingly. The leader shifts from Selling (S2: high task, high relationship) to Participating (S3: low task, high relationship), offering encouragement while reducing directive task guidance.

92. (B) Shares information openly, expresses true thoughts appropriately, and avoids hidden agendas.
Relational Transparency is a core dimension of Authentic Leadership defined by open, honest, and authentic workplace interactions. An administrator exercising relational transparency shares information openly, communicates genuine thoughts and feelings appropriately, acknowledges personal limitations, and avoids hidden agendas, thereby building deep organizational trust and credibility among school staff members effectively.

93. (A) Transformational leadership emphasizes developing followers' capacity to lead themselves.
Although Transformational and Charismatic leadership share visionary elements, they differ in follower development. Charismatic leadership often focuses followers' loyalty around the leader's magnetic personality, whereas transformational leadership actively empowers followers, builds self-efficacy, and fosters leadership capacity, transforming followers into autonomous leaders and change agents within the organization across all levels.

94. (C) 5,5
On Blake and Mouton's Managerial Grid, the 5,5 Middle of the Road style relies on compromise and balancing production needs with employee satisfaction. Administrators operating at 5,5 avoid conflict and settle for adequate performance and moderate morale, resulting in mediocre organizational outcomes rather than optimal achievement or high team synergy.

95. (D) Universal inherent traits → Context-dependent leadership effectiveness
The historical evolution from Great Man Theory to Contingency Theory reflects a major paradigm shift in leadership literature. Management thought moved away from believing that effective leaders possess universal, inherited traits toward recognizing that leadership success depends on the interaction between leader attributes and complex environmental, task, and follower contexts.

96. (C) Supportive
In Path-Goal Theory, supportive leadership is recommended when tasks are routine, repetitive, structured, or inherently boring. When tasks lack intrinsic interest, directive guidance becomes redundant and frustrating. Supportive leadership provides warmth, personal respect, and social support, mitigating task frustration and improving employee satisfaction and morale within the workplace across all departments.

97. (B) Bernard Bass
Bernard Bass introduced the Full Range Leadership Model, organizing leadership behaviours along a continuous spectrum ranging from passive non-leadership (Laissez-Faire) to Transactional leadership (Management by Exception and Contingent Reward) and Transformational leadership (the Four I's), providing a comprehensive framework for systematically evaluating administrative effectiveness across diverse educational organizations over time.

98. (D) Recognize and foster leadership capacity in teachers and staff across the institution.
Implementing Distributed Leadership in educational administration requires principals to move away from heroic, centralized control models. Principals recognize that expertise is distributed across staff members, actively creating structures that encourage teacher leadership,

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shared decision-making, collaborative inquiry, and distributed initiative to drive instructional improvement and institutional innovation across the entire school.

99. (A) Behavioural Theories
The Ohio State Leadership Studies and the University of Michigan Studies represent landmark research belonging to the Behavioural Theories paradigm. Conducted in the mid-twentieth century, both research initiatives shifted the study of leadership from innate personal traits to observable behaviours, establishing task-oriented and relationship-oriented actions as foundational dimensions of leadership.

100. (C) Transformational Leader
A principal who inspires staff with a shared visionary ideal, intellectually stimulates traditional pedagogical practices, provides individualized consideration to teachers, and models high ethical conduct exemplifies a Transformational Leader. This leadership approach goes beyond simple transactional exchanges, transforming staff attitudes, fostering workplace innovation, and elevating overall institutional performance across departments.

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CHAPTER 05

Effective Leader vs Successful Leader

1. In the context of organizational behaviour and leadership studies, how is a "successful" leader primarily defined?
(A) A leader who fosters high levels of subordinate satisfaction and commitment
(B) A leader who is promoted rapidly within the organizational hierarchy
(C) A leader who primarily focuses on routine communication and human resource management
(D) A leader who ensures the long-term sustainability of the organization's core goals

2. Which of the following activities is NOT typically considered a primary driver of a "successful" leader's rapid upward mobility in an organization?
(A) Deep capacity building of subordinate staff
(B) Socializing and politicking within networks
(C) Interacting with outsiders and superiors
(D) Strategic networking with influential figures

3. When evaluating school leadership through the lens of success versus effectiveness, a principal whose primary focus is on visibility, managing upward relations with higher authorities, and rapid career advancement is exhibiting traits of:
(A) Transformational leadership
(B) Effective leadership
(C) Successful leadership
(D) Distributed leadership

4. Which of the following statements correctly identifies the core difference in time allocation for a purely "successful" leader compared to an "effective" leader?
(A) Successful leaders spend the majority of their time resolving internal conflicts
(B) Successful leaders allocate most of their daily time to routine communication
(C) Successful leaders spend equivalent time on human resources and networking
(D) Successful leaders dedicate most time to networking and politicking

5. A school principal takes over a low-performing school. Within one year, the principal strictly enforces rote-learning regimes, manipulates internal assessment data to show a spike in results, and uses this data to secure an award and a subsequent promotion to a higher administrative post. Shortly after the principal leaves, the school's performance crashes, and teacher turnover reaches an all-time high. What does this scenario primarily illustrate?
(A) High leadership effectiveness accompanied by low leadership success
(B) High levels of balanced leadership success and overall effectiveness
(C) High leadership success combined with low effectiveness
(D) High institutional planning efficiency and governance performance

6. The empirical research that originally distinguished between "successful" managers (those promoted quickly) and "effective" managers (those with committed subordinates) was conducted by:
(A) Paul Hersey and Ken Blanchard
(B) Fred Luthans
(C) Fred Fiedler
(D) Victor Vroom

7. Which of the following statements correctly describes a defining attribute of successful leaders as opposed to effective leaders?
(A) Their primary unit of analysis is the overall well-being and satisfaction of subordinates
(B) Their performance is judged primarily through internal institutional capability development
(C) They possess high intrinsic motivation centered entirely on enhancing the school climate
(D) Their career progression correlates strongly with external networking

8. How is an "effective" leader fundamentally defined in the context of organizational leadership?

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(A) One whose staff displays high satisfaction, commitment, and performance
(B) One who skillfully navigates organizational politics to secure additional operational funding
(C) One who achieves the fastest rate of career promotion relative to organizational peers
(D) One who relies strictly on transactional leadership mechanisms to enforce compliance

9. Identify the incorrect statement regarding the priorities of an "effective" leader.
(A) Effective leaders prioritize systematic routine communication and structural information exchange
(B) Effective leaders focus heavily on resolving internal conflict and managing staffing needs
(C) Effective leaders spend more time networking than on human resources
(D) Effective leaders consistently seek to build sustainable, long-term organizational capacity

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective school leaders successfully foster high levels of subordinate commitment and job satisfaction.
Reason (R): Effective school leaders allocate a significant proportion of their time to human resource management and routine communication.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Consider the following activities:
I. Exchanging routine information
II. Managing paperwork systematically
III. Politicking for career advancement
IV. Motivating and reinforcing staff
Which of the above activities are primarily associated with "effective" leadership behaviour?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and IV only

12. The focus on intrinsic motivation, capacity building, and participative decision-making by a Head of School aligns most closely with the behavioural indicators of:
(A) A successful leader
(B) An effective leader
(C) A laissez-faire leader
(D) An authoritarian leader

13. What is the most likely organizational outcome when a school principal consistently exhibits behaviours aligned with "effective" leadership rather than merely "successful" leadership?
(A) Rapid upward promotion of the principal to administrative roles at higher levels
(B) High visibility and strong political reputation of the school in external circles
(C) Higher organizational citizenship behavior among teaching staff
(D) Increased reliance on short-term superficial compliance by subordinate staff

14. A newly appointed Head of School spends the first three months conducting one-on-one meetings with teachers, observing classroom instruction to provide constructive feedback, and streamlining administrative paperwork to reduce teacher burden. These actions are primary indicators of:
(A) Managing upward
(B) Situational networking
(C) Successful leadership
(D) Effective leadership

15. Consider the following statements regarding the distinctions between successful and effective leaders:
I. Successful leaders prioritize their own career trajectory, whereas effective leaders prioritize team and organizational outcomes.
II. Effective leaders rely on position power, whereas successful leaders rely on personal power and influence.
III. Successful leaders engage more in socializing and politicking than effective leaders do.
Which of the above statements correctly distinguish between the two concepts?
(A) I and III only
(B) I and II only
(C) II and III only
(D) I, II, and III

16. In distinguishing between a successful principal and an effective principal, the core philosophical difference lies in:
(A) Rigorously implementing curriculum

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frameworks versus managing routine school finances
(B) Climbing administrative ladders versus building capacity
(C) Enforcing strict student discipline versus systematically tracking teacher attendance
(D) Applying traditional leadership trait theory versus dynamic behavioral leadership models

17. Which of the following is NOT a valid distinction between successful and effective school leaders?
(A) Successful leaders focus on short-term quantifiable targets; effective leaders focus on sustainable quality
(B) Successful leaders are always highly transformational; effective leaders are strictly transactional
(C) Successful leaders dedicate time to networking; effective leaders dedicate time to routine communication
(D) Successful leaders prioritize external visibility; effective leaders prioritize internal climate

18. Principal A is highly visible at administrative meetings, frequently interacts with higher officials, and has secured two rapid promotions, though teachers in the school report low morale. Principal B rarely attends non-mandatory external meetings, spends most of the day coaching teachers, and has high staff retention, though remaining in the same post for eight years. Based on leadership theory, which of the following is correct?
(A) Principal A is highly successful; Principal B is highly effective
(B) Principal A is highly effective; Principal B is highly successful
(C) Both principals are equally successful and effective across different administrative domains
(D) Neither principal exhibits key behavioral traits required for competent leadership practice

19. What is the most significant differentiating factor in the daily activities of leaders who are promoted rapidly (successful) compared to those who have the most committed subordinates (effective)?
(A) The amount of time spent on strategic institutional planning
(B) The amount of time spent on financial auditing and compliance
(C) The amount of time spent on networking and managing upward
(D) The amount of time spent on resolving student conflicts

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20. Consider the following activities performed by school administrators:
I. Interacting with external stakeholders to build a personal profile
II. Handling day-to-day administrative paperwork and correspondence
III. Mediating a conflict between two senior teachers
IV. Lobbying with superior officers for a favourable transfer
Which combination correctly categorizes these activities?
(A) I and II are successful behaviors; III and IV are effective behaviors
(B) II and IV are effective behaviors; I and III are successful behaviors
(C) I, II, and III are effective behaviors; IV is a successful behavior
(D) I and IV are successful behaviors; II and III are effective behaviors

21. If a Head of School successfully integrates both high networking behaviours and high human resource management behaviours, what is the most logical outcome?
(A) The leader will experience severe personal role conflict leading directly to total organizational failure
(B) The leader will face persistent resistance, scrutiny, and administrative friction from superior officers
(C) The leader achieves rapid career promotion and a highly committed school team
(D) The leader will be demoted by authorities due to an apparent lack of focus on purely academic matters

22. According to empirical findings on management and leadership success, which specific activity is statistically the strongest predictor of a leader's rapid promotion?
(A) Human resource management
(B) Networking
(C) Routine communication
(D) Traditional management (planning/decision-making)

23. Which of the following is a direct behavioural indicator of a "successful" leader?

(A) Spending hours analyzing formative assessment data with teachers
(B) Conducting clinical supervision of a struggling teacher
(C) Revising the school timetable to optimize teacher workload
(D) Socializing with key decision-makers at administrative echelons

24. Consider the following management activities:
I. Human Resource Management
II. Networking
III. Routine Communication
Which of the following options arranges these activities in descending order of time allocated by a purely "successful" leader?
(A) II, III, I
(B) I, II, III
(C) II, I, III
(D) III, II, I

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Successful school leaders often spend a disproportionate amount of time socializing with officials outside their school.
Reason (R): External networking and managing upward are highly correlated with rapid career promotion and organizational visibility.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. In the context of leadership behaviors, "managing upward" refers to:
(A) Ensuring that one's achievements and loyalties are highly visible to superiors
(B) Delegating administrative tasks to Vice-Principals
(C) Focusing on the continuous professional development of teachers
(D) Elevating the academic standards of the institution through rigorous inspection

27. A school Principal spends three days a week at administrative offices seeking face-time with education officers, often delegating all internal academic monitoring to administrative staff. This behaviour is most indicative of:
(A) Distributed leadership structured specifically to maximize academic effectiveness
(B) Transformational leadership focused on structural school reform
(C) Democratic supervision encouraging teacher self-governance
(D) Networking aimed at leadership success

28. Identify the incorrectly matched pair regarding leadership behaviors and their primary association.
(A) Conflict management — Effective leadership
(B) Staff capacity building — Successful leadership
(C) Politicking — Successful leadership
(D) Routine information exchange — Effective leadership

29. Studies on the behavior of successful managers indicate that their ability to secure rapid promotions relies least on which of the following?
(A) Active interaction with external stakeholders
(B) Frequent socializing with influential leaders
(C) Human resource management
(D) Engaging in organizational politicking

30. A Head of School faces a sudden shortage of teaching staff due to long leaves. Instead of complaining to higher authorities or hiding the data, the Head calls a staff meeting, transparently discusses the situation, and collaboratively reorganizes the timetable while personally taking some proxy classes. Consequently, staff morale remains high, and teachers willingly put in extra effort. This scenario demonstrates:
(A) A primary focus on achieving leadership success through strategic upward networking
(B) Transactional leadership relying strictly on contingent rewards and formal authority
(C) The systematic clinical model of academic supervision and performance evaluation
(D) High leadership effectiveness in HR and communication

31. Empirical evidence suggests that the largest block of time for an "effective" leader is spent on:
(A) Routine communication and information exchange
(B) Comprehensive strategic planning and administrative decision-making
(C) Active external networking and interpersonal socializing
(D) Attending mandatory external promotional interviews and administrative meetings

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32. Which of the following is NOT typically a behavioral indicator of an effective leader?
(A) Managing administrative paperwork efficiently to free up time for instructional oversight
(B) Withholding information to retain positional power
(C) Systematically motivating, encouraging, and reinforcing positive subordinate workplace behavior
(D) Actively engaging in constructive interpersonal conflict resolution among school staff

33. Routine communication, as practiced by an effective school leader, is best described as:
(A) Sending unilateral administrative directives and formal memos directly from the Principal's office
(B) Facilitating two-way information exchange and goal clarity
(C) Communicating primarily with administrative superiors to submit formal quantitative compliance reports
(D) Systematically outsourcing all routine internal correspondence and documentation to staff

34. In the realm of school leadership, effective leaders approach conflict management by:
(A) Addressing root causes collaboratively to restore school climate
(B) Actively suppressing internal dissent to project a flawless unified image to external stakeholders
(C) Formally requesting administrative transfers for conflicting teaching staff to different schools
(D) Completely ignoring interpersonal staff conflicts as long as the academic syllabus completion stays on track

35. What is the direct cause-and-effect relationship observed when a school leader prioritizes human resource management (motivating, reinforcing, and training)?
(A) It causes an immediate, noticeable decrease in the school's allocated annual financial budget
(B) It leads directly to the rapid career promotion of the leader to higher administrative echelons
(C) It increases subordinate job satisfaction and commitment
(D) It causes widespread operational role ambiguity and confusion among the school teaching staff

36. Consider the following leadership tasks:
I. Disciplining staff constructively
II. Training and mentoring
III. Exchanging routine memos
IV. Motivating staff
Which of the above tasks fall under the category of Human Resource Management as practiced by an effective leader?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and IV only

37. In empirical studies of real managers, approximately what percentage of managers were found to be BOTH highly successful and highly effective?
(A) About 30%
(B) Around 50%
(C) Less than 10%
(D) More than 70%

38. Conceptually, why is the overlap between highly successful leaders and highly effective leaders relatively small in many traditional organizational structures?
(A) Because highly effective leaders generally lack the requisite cognitive ability or strategic inclination to network
(B) Because promotion-rewarded behaviors conflict with time-intensive team building
(C) Because successful leaders are legally barred by organizational guidelines from undertaking human resource management
(D) Because formal service rules explicitly mandate that principals focus exclusively on external public relations

39. To overcome the dichotomy between success and effectiveness, a modern school leader must strategically:
(A) Systematically alternate between ignoring internal staff needs and ignoring administrative directives from authorities
(B) Delegate all external networking responsibilities to senior teachers while focusing the principal's time solely on routine paperwork
(C) Focus exclusively on short-term quantitative examination results to superficially satisfy

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both teaching staff and administrative superiors
(D) Leverage external networks for resources while investing them in team capacity

40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): It is relatively rare to find school administrators who are simultaneously highly successful and highly effective.
Reason (R): The daily time constraints of school administration force leaders to choose between outward-facing networking and inward-facing team building.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. A Principal uses strong connections at the district office to secure expedited funding for a new science lab. Once the funds arrive, the Principal forms a committee of science teachers, giving them autonomy to design the lab and select equipment, thereby boosting their morale and ownership. This illustrates:
(A) The inherently zero-sum operational nature of modern organizational leadership
(B) A classic structural breakdown resulting in distributed leadership failure
(C) Synergy between successful and effective leadership behaviors
(D) A standard administrative outcome stemming from laissez-faire management

42. A Principal implements a controversial extended-hours policy. Through aggressive politicking with higher officials, the Principal silences any teacher opposition and ensures the policy looks like a major innovation on paper. The Principal receives an award and a promotion within a year. However, teacher absenteeism spikes and student learning outcomes remain stagnant. This case exemplifies:
(A) A successful leader who failed to be effective
(B) A balanced leader
(C) An effective leader who failed to be successful
(D) A transactional leader who achieved transformational results

43. Which of the following represents the ideal model of school leadership in the context of success and effectiveness?
(A) A leader who completely sacrifices their own career progression and personal promotion prospects entirely for the sake of supporting teachers
(B) A leader who focuses solely and aggressively on achieving top bureaucratic ranks and awards within systemic hierarchies
(C) A leader who consistently ignores mandatory systemic rules and administrative regulations solely to keep the internal teaching staff happy
(D) A leader building a committed team while navigating the system for resources and advancement

44. Consider a scenario where a Principal frequently overrides the decisions of the School Management Committee to award contracts to preferred vendors, ensuring the Principal remains in the good books of influential figures. This is a behavioral manifestation of:
(A) Democratic supervision
(B) Successful leadership prioritizing politicking
(C) Effective leadership prioritizing community participation
(D) Instructional leadership

45. Analyze the following scenarios in a school setting:
I. The Principal focuses on building a cohesive team, leading to a strong school culture but slow personal career progression.
II. The Principal spends most of the time managing upward, leading to rapid personal promotion but high teacher turnover.
III. The Principal delegates all tasks without oversight, leading to administrative chaos and no personal advancement.
Which of the following options correctly maps the scenarios to leadership concepts?
(A) I is Successful, II is Effective, III is Democratic
(B) I is Laissez-faire, II is Successful, III is Effective
(C) I is Effective, II is Successful, III is Laissez-faire
(D) I is Transformational, II is Laissez-faire, III is Successful

46. Identify the incorrect interpretation of leadership scenarios.

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(A) A principal who prioritizes teacher training over attending optional networking events is prioritizing effectiveness
(B) A principal who constantly seeks visibility in the media at the expense of internal school management is prioritizing success
(C) A principal who balances both advocacy for the school at the state level and internal mentoring is overlapping success and effectiveness
(D) A principal who relies heavily on routine communication and transparent paperwork is displaying successful, rather than effective, traits

47. Which of the following scenarios best depicts "effective" leadership in a school environment?
(A) Organizing weekly learning communities where teachers share challenges without fear
(B) Pushing for a 100% pass rate by pressuring struggling students to take school-leaving certificates before final board exams
(C) Ensuring the principal is always the first to arrive and last to leave the premises, yet maintaining minimal communication with staff
(D) Allocating maximum working hours toward organizing grand cultural events and public functions to impress visiting officials

48. Principal X evaluates teachers based on their loyalty to the administration and their willingness to support the Principal's image. Principal Y evaluates teachers based on their pedagogical growth and student engagement. Which of the following outcomes is most likely?
(A) Principal X builds a highly committed teaching team; Principal Y gets promoted rapidly within the system
(B) Principal X fosters a toxic climate; Principal Y fosters a learning climate
(C) Principal X and Principal Y will both achieve remarkably high overall leadership effectiveness in their posts
(D) Principal Y will face immediate administrative inquiry and formal disciplinary action for ignoring service rules

49. When confronted with angry parents complaining about a teacher, a purely "successful" principal (concerned primarily with personal image and upward mobility) is most likely to:
(A) Thoroughly mediate a collaborative dialogue between parents and the teacher to resolve root causes
(B) Publicly reprimand the teacher to appease parents and protect one's image
(C) Completely ignore the complaining parents while refusing any administrative engagement or meeting
(D) Unequivocally defend and protect the teacher against all allegations regardless of underlying factual evidence

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50. During a sudden crisis in a school, consider the following potential behaviors of a Head of School:
I. Immediately ensuring the safety of students and staff and managing the panic.
II. Calling the media to present oneself as a hero managing the crisis.
III. Communicating transparently with parents and administrative authorities about the facts.
IV. Blaming a subordinate publicly before an official inquiry to save one's own career.
Which combination reflects "effective" leadership behaviors in a crisis?
(A) I and III only
(B) I and II only
(C) II and IV only
(D) III and IV only

51. What is the primary long-term organizational outcome of consistently "effective" leadership in a school?
(A) Unusually high rate of administrative and leadership turnover across academic sessions
(B) Widespread, superficial compliance to departmental rules without genuine institutional commitment
(C) Sustainable teaching-learning quality and low staff attrition
(D) Rapid physical infrastructure modifications occurring without any substantive academic improvement

52. Identify the incorrect pairing regarding the outcomes of leadership approaches.
(A) Successful leadership — Short-term career advancement
(B) Effective leadership — Long-term organizational health
(C) Effective leadership — High subordinate job satisfaction
(D) Successful leadership — High subordinate commitment

53. If a school system structurally rewards only "successful" behaviors (networking, politicking, achieving short-term quantitative targets) while ignoring "effective" behaviors, what is the most likely long-term effect on the teaching staff?
(A) Significantly increased intrinsic motivation across the teaching cadre
(B) Enhanced, sustainable collaborative professional learning and development
(C) High levels of burnout, cynicism, and turnover
(D) Continuous improvement in classroom pedagogical innovation and practices

54. Sustainability in school improvement is most heavily dependent on:
(A) The relative frequency and unpredictability of the Principal's administrative transfers
(B) The Principal's capacity-building efforts and high effectiveness
(C) The Principal's ongoing success in cultivating and managing upward relations with political figures
(D) The rigid, strict application of formal conduct rules for minor employee mistakes

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective leadership produces sustainable, long-term school improvement.
Reason (R): It focuses on deep capacity building, transparent communication, and securing the intrinsic commitment of subordinates.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. Consider the following stages in the trajectory of an institution governed over five years by a succession of purely "successful" (but non-effective) leaders:
I. Initial spike in superficial quantitative metrics
II. Breakdown of trust between staff and administration
III. Leader gets promoted based on initial metrics
IV. Institutional performance crashes under the weight of unaddressed structural and human resource issues
Which of the following is the correct sequential order of these stages?
(A) I, III, II, IV
(B) I, II, III, IV
(C) II, I, IV, III
(D) III, I, II, IV

57. Which of the following is the best indicator that a school has experienced long-term "effective" leadership?
(A) A highly competitive, fragmented, and visibly hostile staff room working culture
(B) The Principal consistently receiving outstanding performance ratings from superiors
(C) A climate of mutual trust, distributed leadership, and continuous learning
(D) An excess of unutilized operational budget funds remaining at the close of the financial year

58. A Principal heavily manipulates the timetable and teacher duties to create a massive exhibition that wins a regional trophy. The Principal is soon promoted to a higher administrative post. The following year, with the Principal gone, the teachers refuse to organize the exhibition, citing extreme exhaustion and lack of genuine support. This case indicates that the former Principal's approach resulted in:
(A) Short-term success with negative long-term consequences
(B) Sustainable, long-term administrative and academic effectiveness
(C) Broad-based, sustainable community participation and ownership
(D) A deeply rooted, transformational organizational school culture

59. According to theories distinguishing success and effectiveness, what is the primary driver of subordinate job satisfaction?
(A) The leader's formal hierarchical position and administrative authority
(B) The leader's extensive external networking capabilities with higher officials
(C) The leader's uncompromising strictness in enforcing statutory service conduct rules
(D) The leader's focus on human resource management and communication

60. Identify the incorrect statement regarding the impact of leadership on staff commitment.
(A) Effective leaders build commitment by

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aligning organizational goals with teacher development
(B) Successful leaders always boost staff morale by projecting a powerful image to superiors
(C) Subordinate commitment is strongly correlated with a leader's focus on conflict resolution
(D) Lack of effective leadership often results in teachers performing only to the minimum required standard

61. Consider the following factors:
I. Transparent communication
II. Fair and constructive disciplinary practices
III. Recognition and reinforcement of good work
IV. Withholding critical information to maintain authority
Which of the above factors cultivated by an effective leader directly contribute to a teacher's organizational commitment?
(A) II, III, and IV only
(B) I and III only
(C) I, II, and III only
(D) I, II, III, and IV

62. A Head of School entirely neglects routine communication and human resource management in favor of networking. What is the most direct cause-and-effect result on the teaching staff?
(A) High levels of academic innovation
(B) Increased adherence to organizational rules
(C) Proactive participation in School Management Committees
(D) Low organizational commitment and high alienation

63. Linking leadership effectiveness to motivation theory, an effective leader focuses heavily on motivators such as recognition, achievement, and growth. A purely successful leader manipulating the system often relies on:
(A) Superficial hygiene factors or coercive power
(B) Systematically enhancing intrinsic motivators among teachers
(C) Fulfilling high-level self-actualization needs in staff
(D) Implementing broad-based democratic delegation mechanisms

64. A Principal asks teachers to stay back after school hours to plan a new pedagogical initiative. The teachers willingly agree, despite no financial remuneration, because they respect the Principal's vision and feel supported in their daily work. This situation is an outcome of:
(A) Successful leadership
(B) Effective leadership
(C) Transactional leadership
(D) Authoritarian leadership

65. A newly appointed Principal inherits a school with low teacher morale and high absenteeism. The new Principal immediately sets up an open-door policy, resolves pending administrative issues, and establishes collaborative planning committees. Within six months, absenteeism drops by 40%. This case demonstrates the immediate impact of:
(A) Strategic upward networking and political alignment
(B) Effective leadership impact on staff satisfaction
(C) Passive, laissez-faire administrative oversight
(D) Utilizing formal conduct rules to enforce strict discipline

66. In terms of organizational goal achievement, how does the approach of an "effective" leader differ from that of a purely "successful" leader?
(A) Effective leaders focus on deep, qualitative goals; successful leaders focus on superficial targets
(B) Effective leaders focus strictly on quantitative metrics, while successful leaders focus exclusively on qualitative targets
(C) Effective leaders prioritize keeping internal staff happy and satisfied while completely ignoring formal organizational goals
(D) Successful leaders ensure all organizational goals are systematically achieved through participatory democratic consensus

67. Identify the correct pairing of leadership focus and goal type.
(A) Successful leadership — Prioritizing holistic student development and well-being
(B) Effective leadership — Strategically maximizing positive public media coverage for the school
(C) Successful leadership — Short-term attendance targets over actual learning
(D) Effective leadership — Ensuring rapid, full expenditure of annual school budgets regardless of utility

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68. Which of the following is NOT a characteristic way in which an effective leader ensures organizational goal achievement?
(A) By aligning individual teacher goals with school-wide objectives
(B) By systematically using continuous formative performance feedback
(C) By actively fostering a collaborative and supportive school culture
(D) By falsifying statutory records to show 100% achievement

69. A Principal is given a target to integrate technology in all classrooms within a month. A "successful" principal might coerce teachers to use equipment once for a photo-opportunity to submit to administrative superiors. An "effective" principal is more likely to:
(A) Completely ignore the directive from authorities, viewing it as entirely unfeasible within a month
(B) Procure the required smartboards immediately but keep them locked away in storage to prevent accidental damage
(C) Organize workshops and phase technology integration so teachers and students benefit
(D) Formally shift responsibility and blame to the school's IT department for departmental non-compliance

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Purely successful leaders often achieve short-term quantitative targets faster than effective leaders.
Reason (R): Purely successful leaders rely on deep coaching, capacity building, and participative decision-making to achieve these targets.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. True organizational achievement in a school setting, as fostered by an effective leader, is best measured by:
(A) The overall number of formal appreciation letters the Principal receives from local politicians
(B) The physical cleanliness, modernization, and aesthetic appeal of the Principal's office
(C) The rapid speed at which the Principal secures promotion to the next departmental pay level
(D) Sustained learning outcomes and positive school climate

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72. Goal displacement is a phenomenon where rules or metrics become more important than actual educational goals. Which type of leader is most likely to encourage goal displacement in a school?
(A) A successful leader
(B) An effective leader
(C) A transformational leader
(D) A servant leader

73. Why is it conceptually important for a modern school principal to integrate some behaviors of "successful" leadership (like networking) rather than relying solely on "effective" leadership?
(A) Because teaching staff generally do not respect or follow principals who focus exclusively on internal school matters
(B) Because formal organizational rules strictly prohibit principals from focusing on internal communication
(C) Because HR alone cannot secure external resources, funding, or systemic support
(D) Because exhibiting effective leadership behaviors is routinely penalized during official inspections

74. Consider the following strategies:
I. Building strong external networks to bring extra resources into the school
II. Investing time in routine communication to ensure staff understand how to utilize new resources
III. Sacrificing teacher morale to achieve a quick target for a district ranking
IV. Using upward influence to advocate for the school's specific needs with administrative authorities
Which of the above strategies represent a healthy balance between success and effectiveness in school leadership?
(A) I, II, and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, III, and IV only

75. Consider the following balancing acts performed by a Head of School:
I. Managing the demands of superior officers (Success orientation) while protecting

teachers from undue administrative burden (Effectiveness orientation).

II. Seeking personal visibility (Success orientation) while publicly sharing credit with the teaching staff (Effectiveness orientation).

III. Networking for resources (Success orientation) while ensuring equitable distribution of those resources within the school (Effectiveness orientation).

Which of the above reflect a synergy of successful and effective leadership?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

76. Identify the incorrect statement regarding the balance of success and effectiveness.

(A) Balancing the two requires high emotional intelligence and situational awareness
(B) Balancing the two means doing neither well, leading to organizational mediocrity
(C) A balanced leader uses networking not just for personal gain, but for organizational benefit
(D) A balanced leader ensures that outward visibility is backed by genuine inward capacity

77. A Principal utilizes strong rapport with administrative officers to secure a special grant for a library. Instead of dictating the book list, the Principal forms a committee of teachers and students to select the books. This action is:

(A) A serious administrative violation of financial management rules
(B) An inappropriate abdication of core administrative responsibility by the Head of School
(C) Integrating successful networking with effective participative management
(D) A clear example of excessive political maneuvering and self-serving institutional politicking

78. A Principal faces intense pressure from superior officers to implement a new daily reporting format that teachers find highly burdensome. To balance success (pleasing superiors) and effectiveness (maintaining teacher morale), what is the best course of action?

(A) Refuse to implement the reporting format entirely, officially citing severe teacher exhaustion and burnout
(B) Threaten non-compliant teachers with formal disciplinary action if they fail to complete entries immediately
(C) Unilaterally delegate the entire administrative reporting responsibility to the Vice-Principal and take leave
(D) Automate data entry with IT assistance to comply while reducing teacher burden

79. The synergy of successful and effective leadership in a school Principal results in:

(A) High external legitimacy and internal capacity
(B) Extremely low external legitimacy paired with high internal capacity
(C) Exceptionally high external legitimacy paired with low internal capacity
(D) Unusually low external legitimacy paired with low internal capacity

80. Consider the following statements regarding leadership success:

I. Promotion is a flawless indicator of leadership effectiveness.

II. A leader who achieves short-term numerical targets is inherently building long-term capacity.

III. High staff morale automatically leads to rapid career promotion for the principal.

IV. Networking and politicking are purely negative behaviors with no organizational utility.

Which of the above are valid examples of misconceptions?

(A) I and II only
(B) I, II, III, and IV
(C) I, II, and III only
(D) II, III, and IV only

81. Which of the following is the most widespread misconception regarding "successful" leaders in hierarchical educational bureaucracies?

(A) That they spend an inordinate, disproportionate amount of their working daily hours on routine administrative paperwork
(B) That rapid promotion directly reflects an ability to build committed school teams
(C) That they devote their attention and leadership energies almost entirely toward internal human resource management
(D) That they are universally disliked, distrusted, and criticized by superior officers across

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educational administrative cadres

82. The "halo effect" of promotion often leads evaluators to assume that:
(A) A rapidly promoted principal has highly satisfied and committed staff
(B) A rapidly promoted principal must have systematically engaged in unethical or corrupt administrative practices
(C) A rapidly promoted principal completely ignored external departmental stakeholders and official directives
(D) A rapidly promoted principal possesses exceptionally low personal emotional intelligence and empathy

83. Which of the following is NOT a misconception, but rather a structurally documented reality in leadership studies?
(A) Achieving good academic test results in the short term proves that teaching staff is happy and motivated
(B) Rapidly promoted principals are consistently demonstrated to be the most effective institutional leaders
(C) Networking predicts rapid promotion better than routine communication
(D) A truly effective leader requires no external material resources or systemic support to achieve success

84. Assuming that a newly transferred Principal, who has a history of rapid promotions, will automatically fix a school's toxic staff culture is a logical fallacy because:
(A) Rapidly promoted principals never possess any prior administrative experience in managing institutional school environments
(B) Deep-rooted toxic school cultures are permanently fixed and cannot be meaningfully changed by any individual principal
(C) Negative or toxic staff cultures are purely and exclusively a direct result of inadequate physical school infrastructure
(D) Promotion behaviors (networking) differ from culture-building behaviors (HR, communication)

85. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Many highly effective school principals are not rapidly promoted to higher administrative ranks.
Reason (R): Highly effective principals prioritize internal capacity building and routine communication, spending less time on the networking and politicking that drive rapid promotion.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. What is the direct consequence of educational authorities misinterpreting short-term test score spikes as a sign of holistic leadership effectiveness?
(A) They reliably guarantee long-term sustainable academic and administrative improvement across the entire educational district
(B) They may promote 'successful' toxic leaders, degrading long-term school culture
(C) They accurately and consistently identify the specific principals who prioritize internal human resource management practices
(D) They effectively encourage principals across all schools to focus significantly more time on routine internal communication

87. When a school system wishes to measure a Principal's true "effectiveness" (as opposed to mere success), which evaluative tool is conceptually the most appropriate?
(A) Quantitative administrative tracking of time-to-promotion milestones
(B) A formal tally of media appearances and high-profile VIP visits hosted at school
(C) A financial accounting audit measuring unspent operational budget funds at year-end
(D) 360-degree feedback on school climate and staff commitment

88. Consider the following stakeholder groups:
I. Subordinate teaching staff
II. Non-teaching and administrative staff
III. Superior officers
IV. The Principal (self-reflection)
A comprehensive 360-degree feedback tool designed to assess leadership effectiveness in a school would ideally include input from which of the above?
(A) I, II, III, and IV

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(B) I and III only
(C) I, II, and IV only
(D) I, III, and IV only

89. Identify the incorrectly matched pair regarding assessment tools and their primary organizational purpose.
(A) School Climate Survey — Measuring leadership effectiveness and staff morale
(B) Teacher Retention Rates — Indirect indicator of leadership effectiveness
(C) Personal Networking Log — Measuring subordinate commitment
(D) 360-Degree Evaluation — Comprehensive view of behavioral impact on all stakeholders

90. A Principal conducts an anonymous climate survey among the staff. The Principal believes they are highly effective because they secure top examination results every year. However, the survey reveals that 80% of teachers feel stressed, unappreciated, and fearful of the Principal. This case highlights:
(A) Confusing systemic success (test scores) with effectiveness (staff commitment)
(B) The total methodological invalidity and unreliability of anonymous staff climate surveys
(C) The teaching staff's fundamental cognitive inability to comprehend true effective leadership
(D) A complete systemic failure of routine administrative inspection mechanisms

91. Why is self-assessment critical for a school leader trying to balance success and effectiveness?
(A) It provides comprehensive written documentation to legally justify financial and administrative irregularities
(B) It completely prevents and eliminates the institutional need for any routine external departmental inspection
(C) It automatically guarantees rapid career promotion provided the self-assessment scores remain highly positive
(D) It helps identify if networking is prioritized over internal human resource management

92. Applying the concept of the Johari Window to leadership effectiveness, a self-assessment tool primarily helps a school principal to:
(A) Intentionally increase their "Blind Area" by completely ignoring constructive teacher feedback
(B) Reduce their 'Blind Area' by learning how behaviors impact staff morale
(C) Strategically hide their personal "Facade" from scrutinizing administrative superior officers
(D) Completely eliminate the operational "Unknown Area" concerning their future career promotions

93. A Head of School uses a standardized self-assessment tool and discovers they spend 60% of their time on networking, 30% on traditional management, and only 10% on communication and HR. To become more "effective," what is the most appropriate action?
(A) Significantly increase the proportion of time spent on traditional management activities to 50%
(B) Delegate all external networking duties to the Vice-Principal and focus exclusively on routine paperwork
(C) Schedule daily time for staff mentoring, observation, and open communication
(D) Completely ignore the self-assessment tool, believing time allocation has no impact on effectiveness

94. Conceptually, why do different stakeholders often have highly divergent perceptions of a school leader's effectiveness?
(A) Because different stakeholder groups rely on completely divergent theoretical pedagogical frameworks
(B) Because school leaders maintain uniform behavioral interactions, treating all stakeholders exactly the same
(C) Because parents care exclusively about institutional safety and do not value academic test results
(D) Superiors value compliance and results, whereas staff value support and fairness

95. Identify the generally correct pairing of a stakeholder group with their primary criteria for judging a principal's effectiveness.
(A) Parents — Safety, discipline, and academic outcomes of their children
(B) Teaching Staff — Rapid promotion of the principal
(C) Superior Officers — High levels of empathy and conflict resolution among staff
(D) Students — The principal's networking ability with local politicians

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96. Which of the following is an exception to what students generally use to intuitively judge the effectiveness of a Head of School?
(A) The physical safety, infrastructural upkeep, and cleanliness of the overall school environment
(B) Efficiency in maintaining administrative registers and accounting books
(C) The perceived objectivity and consistent administrative fairness shown in student disciplinary matters
(D) The visible presence of an encouraging, highly supportive, and non-toxic daily school atmosphere

97. A Principal is highly rated by higher authorities for submitting flawless reports on time and hosting excellent regional events. However, the teachers rate the Principal poorly due to autocratic behavior and lack of support. This reflects a conflict between:
(A) Core principles of participatory democratic leadership versus hands-off laissez-faire leadership
(B) Systemic views of success versus internal views of effectiveness
(C) Broad pedagogical evaluation models contrasting formative assessment with summative assessment
(D) Statutory administrative guidelines contained in administrative rules

98. Parents perceive a Principal as highly effective because the school's social media page is always updated with photos of activities, and the building looks freshly painted. Internally, teachers are exhausted, teaching quality is dropping, and funds for library books were diverted to paint the boundary wall. This situation exemplifies:
(A) External impression management masking internal ineffectiveness
(B) True leadership effectiveness seamlessly aligned across all internal and external stakeholders
(C) High institutional strategic planning combined with Total Quality Management implementation
(D) The clinical supervisory framework functioning perfectly across all departmental levels

99. Consider the following steps for aligning stakeholder perceptions toward balanced leadership effectiveness:
I. Conduct a needs assessment and climate survey with staff, parents, and students.
II. Identify the gaps between external image (success) and internal reality (effectiveness).
III. Implement transparent communication and capacity-building measures.
IV. Evaluate the change in organizational commitment and learning outcomes.
Which of the following represents the correct logical sequence of these steps?
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) III, I, II, IV

100. Ultimately, a holistic evaluation of a Principal's effectiveness by stakeholders must look beyond short-term metrics and external visibility to assess:
(A) The total cumulative frequency of administrative transfers experienced by the Principal over a career
(B) The Principal's demonstrated behavioral ability to maintain personal authority and discipline through fear
(C) The strictness with which the Principal applies statutory conduct rules to minor staff infractions
(D) Sustained improvement in school climate, staff capacity, and student growth

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ANSWERS

1. (B) A leader who is promoted rapidly within the organizational hierarchy
Organizational behavior research distinguishes between successful leaders and effective leaders. Successful leadership is defined through career advancement and rapid upward mobility within an organization's administrative framework. This perspective measures success primarily by speed of promotion and personal recognition rather than team performance, subordinate job satisfaction, or overall long-term institutional development.

2. (A) Deep capacity building of subordinate staff
Rapid upward mobility in organizations is driven primarily by networking, socializing, politicking, and managing upward relationships with key decision-makers. Developing subordinate capacity, mentoring staff, and fostering deep internal growth are activities associated with operational effectiveness rather than fast personal career advancement, making staff capacity building an uncharacteristic driver for purely successful leaders.

3. (C) Successful leadership
Educational administrators who prioritize external visibility, structural relationship management with higher authorities, and rapid personal promotion demonstrate the defining traits of successful leadership. While effective leadership centers on internal staff satisfaction and institutional capability, successful leadership focuses heavily on external recognition, strategic networking, political maneuvers, and accelerated career trajectories within administrative hierarchies.

4. (D) Successful leaders dedicate most time to networking and politicking
Behavioral studies reveal contrasting patterns of time allocation between organizational leadership types. Purely successful leaders devote the largest share of their daily schedule to networking, socializing, and politicking to ensure upward mobility. In contrast, effective leaders spend significantly more time on human resource management, staff motivation, conflict resolution, and routine internal communication.

5. (C) High leadership success combined with low effectiveness
Achieving immediate promotional recognition through superficial metric manipulation while causing organizational instability, high staff turnover, and performance collapse exemplifies high leadership success paired with low leadership effectiveness. Success reflects personal career trajectory and speed of administrative promotion, whereas effectiveness requires building sustainable institutional capability, teacher retention, and lasting academic improvement.

6. (B) Fred Luthans
Fred Luthans conducted pioneering empirical research examining the real day-to-day activities of managers. His studies distinguished successful managers, defined by rapid promotion rates, from effective managers, defined by high employee commitment and unit performance. Luthans established that networking is the primary driver of rapid success, whereas human resource management and communication drive effectiveness.

7. (D) Their career progression correlates strongly with external networking
Successful leaders are defined by rapid personal career advancement, which empirical research shows is strongly linked to external networking, socializing, and politicking. Unlike effective leaders, whose primary focus is internal team development, staff satisfaction, and institutional sustainability, successful leaders dedicate time and energy toward managing upward relationships and maintaining visibility with superior authorities.

8. (A) One whose staff displays high satisfaction, commitment, and performance
Effective leadership is measured by organizational health, subordinate satisfaction, high team commitment, and sustained institutional productivity. Rather than gauging quality through personal promotion velocity or external political influence, effectiveness reflects a leader's operational capacity to foster a supportive work climate, mentor team members, optimize internal

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processes, and achieve meaningful performance goals.

9. (C) Effective leaders spend more time networking than on human resources
Empirical findings in organizational behavior confirm that effective leaders spend significantly more time on routine communication and human resource management than on external networking. Networking and politicking are predominantly prioritized by purely successful leaders seeking swift career mobility, whereas effective leaders direct their daily efforts toward staff development, internal coordination, and sustainable institutional capacity.

10. (A) Both A and R are true and R is the correct explanation of A
Effective leaders directly cultivate high staff satisfaction and subordinate commitment through continuous human resource activities, including motivation, feedback, and mentoring, combined with systematic routine communication. The allocation of substantial time toward managing people and facilitating transparent internal communication directly explains why effective leaders successfully build highly committed, motivated, and satisfied workplace teams.

11. (D) I, II, and IV only
Effective leadership behaviors center on internal operational support and team building, which include exchanging routine information, managing systematic paperwork, and motivating staff. In contrast, politicking for personal career advancement is a defining trait of successful leadership oriented toward personal upward mobility rather than enhancing subordinate satisfaction, internal workplace climate, or core team effectiveness.

12. (B) An effective leader
An educational administrator who actively focuses on staff capacity building, intrinsic motivation, and participative decision-making exhibits classic behavioral indicators of an effective leader. These practices nurture professional trust, increase organizational commitment, and improve overall institutional quality, directly distinguishing effective leadership from approaches focused merely on personal promotional status or external political networking.

13. (C) Higher organizational citizenship behavior among teaching staff
Consistent effective leadership prioritizes employee development, open communication, and supportive workplace relationships. This supportive internal environment fosters trust and intrinsic motivation, leading directly to higher organizational citizenship behavior among staff. Employees voluntarily go beyond core duties to support institutional goals when leaders emphasize effectiveness rather than personal networking or rapid administrative career advancement.

14. (D) Effective leadership
Investing initial administrative effort in individual staff consultations, instructional feedback, and administrative streamlining reflects effective leadership. These actions demonstrate a focus on human resource management, internal communication, and removing workplace obstacles for staff. Such inward-facing, supportive behaviors strengthen employee trust and instructional performance, defining characteristics of leadership effectiveness rather than upward political networking.

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15. (A) I and III only
Successful leaders concentrate on personal advancement, career mobility, and external socializing, spending significant time politicking within administrative networks. Conversely, effective leaders focus on team goals, employee satisfaction, and institutional capacity. Statement II is incorrect because effective leaders rely heavily on personal power, trust, and influence, whereas successful leaders frequently leverage positional power and external networks.

16. (B) Climbing administrative ladders versus building capacity
The fundamental philosophical distinction between successful and effective school leaders centers on their primary orientation. Successful principals prioritize climbing administrative hierarchies through networking, visibility, and fast promotional advancement. Effective principals focus internally on human resource development, instructional coaching, team building, and sustainable institutional capacity building that enhances overall school culture and learning outcomes.

17. (B) Successful leaders are always highly transformational; effective leaders are strictly transactional
Claiming that successful leaders are inherently transformational while effective leaders are purely transactional is factually false. Successful leaders frequently rely on transactional tactics, political maneuvering, and impression management to secure promotions. Effective leaders typically display transformational traits, inspiring staff commitment, building instructional capacity, and fostering long-term institutional improvement through shared organizational vision and collaborative decision-making.

18. (A) Principal A is highly successful; Principal B is highly effective
Principal A demonstrates high success by securing rapid career advancement, high visibility, and upward political connections despite low staff morale. Principal B exemplifies high effectiveness by spending time coaching, maintaining high teacher retention, and developing subordinate commitment despite low upward mobility. This contrast illustrates how individual behavioral focus differentiates career success from institutional leadership effectiveness.

19. (C) The amount of time spent on networking and managing upward
Time allocation studies reveal that the most critical behavioral difference between rapidly promoted leaders and effective leaders is time spent on networking and managing upward. Successful leaders devote significant daily effort to socializing, politicking, and engaging superiors. Conversely, effective leaders direct their primary time and focus inward toward human resources, communication, and team development.

20. (D) I and IV are successful behaviors; II and III are effective behaviors
Interacting with external figures for personal profiling (I) and lobbying superiors for favorable transfers (IV) are self-serving networking activities aimed at career advancement, defining successful leadership behaviors. Managing routine administrative paperwork (II) and mediating internal staff conflicts (III) reflect operational communication and human resource management, representing core effective leadership behaviors centered on school stability.

21. (C) The leader achieves rapid career promotion and a highly committed school team
Integrating high networking behaviors with strong human resource management enables a leader to bridge the gap between success and effectiveness. External networking secures operational resources, administrative support, and promotional opportunities, while effective human resource practices build internal team commitment, high staff morale, and sustainable organizational growth, yielding both rapid advancement and high team performance.

22. (B) Networking
Empirical leadership research indicates that networking is statistically the strongest single predictor of rapid career advancement and promotion. Networking involves interacting with external stakeholders, forming strategic alliances, politicking, and managing upward visibility. While human resources and routine communication build effective teams, networking is the primary driver behind fast upward mobility within administrative organizational hierarchies.

23. (D) Socializing with key decision-makers at administrative echelons
Socializing with influential decision-makers at higher administrative levels is a direct behavioral indicator of a successful leader seeking rapid advancement. This activity expands political influence, builds upward visibility, and strengthens promotional networks. In contrast, analyzing assessment data, conducting clinical supervision, and revising timetables represent internal operational and instructional behaviors that characterize effective leadership rather than successful leadership.

24. (A) II, III, I
Empirical studies show that purely successful leaders allocate the largest portion of their time to networking (II), followed by routine communication (III), and allocate the least amount of time to human resource management (I). This descending order reflects their strategic focus on external political visibility and personal career promotion over internal team mentoring, staff development, and capacity building.

25. (A) Both A and R are true and R is the correct explanation of A
Successful leaders allocate significant time to socializing with external officials because upward

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networking directly drives fast promotional opportunities and systemic recognition. In bureaucratic frameworks, personal visibility with higher-level decision-makers strongly correlates with rapid career advancement. Thus, the organizational benefit of external networking explains why successful leaders devote substantial effort to managing upward relationships outside their immediate institution.

26. (A) Ensuring that one's achievements and loyalties are highly visible to superiors
Managing upward describes a strategic behavioral orientation where a leader focuses on establishing strong relationships, demonstrating loyalty, and maintaining high personal visibility with administrative superiors. By ensuring personal achievements are noticed by higher authorities, leaders secure political support and career promotion. This activity contrasts with inward management practices aimed at staff coaching, curriculum supervision, and internal institutional development.

27. (D) Networking aimed at leadership success
Prioritizing face-to-face interactions with district officers while delegating internal academic oversight to subordinates is a clear manifestation of networking for leadership success. The leader allocates daily time toward outward-facing political visibility and relationship management to accelerate career mobility, prioritizing personal promotional trajectory over active internal instructional leadership, staff mentoring, and institutional quality control within the school setting.

28. (B) Staff capacity building — Successful leadership
Staff capacity building is an essential function of effective leadership, not successful leadership. Successful leadership centers on upward mobility, politicking, and external networking to secure fast promotions. In contrast, effective leadership invests time in internal human resource development, training staff, offering constructive feedback, and enhancing institutional capabilities, making the pairing of capacity building with successful leadership conceptually incorrect.

29. (C) Human resource management
Research on administrative managerial behaviors demonstrates that rapid promotion relies least on human resource management. Activities such as staff training, mentoring, motivating subordinates, and resolving internal conflicts contribute directly to operational effectiveness rather than personal career advancement. Successful leaders rely instead on networking, external stakeholder interaction, and strategic politicking to achieve rapid promotional progression within institutional hierarchies.

30. (D) High leadership effectiveness in HR and communication
Transparently addressing staff shortages through collaborative meetings, workload reorganization, and active personal participation reflects high leadership effectiveness in human resources and routine communication. By maintaining high staff morale and fostering teacher commitment during operational stress, the administrator focuses on internal team cohesion and institutional stability rather than self-serving upward political maneuvering or external image promotion.

31. (A) Routine communication and information exchange
Empirical studies establish that effective leaders spend their largest single block of daily operational time on routine communication and information exchange. This includes exchanging memos, processing administrative paperwork, conducting regular staff meetings, and maintaining open feedback channels. Efficient communication ensures role clarity, aligns team efforts, resolves operational bottlenecks, and directly supports internal organizational effectiveness and subordinate job satisfaction.

32. (B) Withholding information to retain positional power
Withholding critical operational information to preserve positional authority is counterproductive and alienating, standing in direct opposition to effective leadership practices. Effective leaders prioritize transparent two-way communication, open information sharing, staff reinforcement, and constructive conflict resolution. Information hoarding creates mistrust, damages workplace climate, hinders subordinate performance, and undermines overall institutional effectiveness within educational organizations.

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33. (B) Facilitating two-way information exchange and goal clarity
In effective educational leadership, routine communication is a collaborative two-way process that ensures goal clarity, processes routine paperwork, and maintains clear information channels between administrators and teaching staff. Rather than issuing top-down directives or managing upward relations for personal exposure, routine communication establishes operational transparency, resolves day-to-day organizational issues, and reinforces mutual understanding across the school.

34. (A) Addressing root causes collaboratively to restore school climate
Effective school leaders address internal staff conflict by collaboratively investigating root causes, promoting dialogue, and restoring a healthy workplace climate. Instead of suppressing dissent for external appearances or avoiding interpersonal issues, effective leaders treat conflict management as a vital human resource function that builds trust, strengthens interpersonal cohesion, and maintains long-term organizational health and staff commitment.

35. (C) It increases subordinate job satisfaction and commitment
Prioritizing human resource management through training, positive reinforcement, motivation, and constructive discipline directly enhances subordinate job satisfaction and organizational commitment. When leaders invest time in developing employee potential and supporting their professional needs, staff morale improves significantly. This focus fosters an environment where employees feel valued, leading directly to higher retention and team performance.

36. (D) I, II, and IV only
Human resource management in leadership models includes constructive staff discipline (I), training and mentoring (II), and motivating personnel (IV). Exchanging routine administrative memos (III) falls under routine communication rather than human resource management. Constructive discipline, mentoring, and motivation focus directly on nurturing staff capabilities, reinforcing positive workplace behaviors, and enhancing individual employee performance within organizations.

37. (C) Less than 10%
Empirical studies conducted by Fred Luthans revealed that less than 10% of managers were simultaneously highly successful (rapidly promoted) and highly effective (having committed, high-performing units). Most managers tended to specialize either in outward networking for personal upward mobility or inward team management for subordinate effectiveness, making the dual overlap of high success and high effectiveness rare in practice.

38. (B) Because promotion-rewarded behaviors conflict with time-intensive team building
The minimal overlap between highly successful and highly effective leaders occurs because behaviors rewarded with rapid promotion conflict with time-intensive team building. Bureaucratic organizations frequently promote managers based on external visibility, upward politicking, and networking. These outward activities consume substantial working time, leaving leaders with minimal capacity to invest in internal human resources, staff coaching, and climate building.

39. (D) Leverage external networks for resources while investing them in team capacity
Overcoming the dichotomy between leadership success and effectiveness requires strategic alignment. A modern leader must utilize external networking and upward management to secure funding, material resources, and institutional backing, while simultaneously redirecting those external resources into internal team development, staff training, and supportive working environments, thereby achieving both personal recognition and sustainable institutional performance.

40. (A) Both A and R are true and R is the correct explanation of A
Finding school leaders who are simultaneously successful and effective is rare because daily operational time constraints force a choice between outward-facing networking and inward-facing team building. Outward networking drives promotion and career success, whereas inward team building fosters staff commitment and effectiveness. Time spent on external politicking limits available hours for internal mentoring, explaining the rarity of dual excellence.

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41. (C) Synergy between successful and effective leadership behaviors
Utilizing district connections to secure funding demonstrates successful upward networking, while granting teachers autonomy to design the science lab illustrates effective participative management and team empowerment. Combining external resource acquisition with internal staff involvement creates operational synergy. This dual approach enhances institutional facilities and employee morale simultaneously, proving that successful networking can directly reinforce internal leadership effectiveness.

42. (A) A successful leader who failed to be effective
Securing a rapid promotion and public awards through aggressive upward politicking confirms leadership success. However, suppressing teacher opposition, inducing high employee absenteeism, and leaving student learning outcomes stagnant demonstrates a failure in leadership effectiveness. This scenario highlights how personal promotional advancement can occur alongside severe internal operational failure, staff burnout, and damaged workplace morale within educational institutions.

43. (D) A leader building a committed team while navigating the system for resources and advancement
The ideal leadership model integrates elements of both success and effectiveness. Leaders must build highly committed, competent teams through internal communication and human resource management while navigating external organizational systems to secure vital resources, institutional recognition, and career mobility. Fulfilling internal team needs alongside external networking ensures long-term institutional stability, sustained quality, and personal administrative progression.

44. (B) Successful leadership prioritizing politicking
Overriding internal committee decisions to favor influential external figures represents political maneuvering and self-serving networking. This behavior prioritizes personal standing and upward relationships with administrative superiors over democratic governance and internal transparency. Such actions illustrate a successful leadership orientation where personal status and political alignment take precedence over internal collaborative decision-making, staff trust, and institutional effectiveness.

45. (C) I is Effective, II is Successful, III is Laissez-faire
Scenario I depicts effective leadership through team building and positive school culture despite slow promotion. Scenario II illustrates successful leadership, where managing upward yields rapid personal promotion alongside high staff turnover. Scenario III represents laissez-faire leadership, characterized by total task delegation without administrative oversight, resulting in organizational chaos and complete lack of career or institutional progress.

46. (D) A principal who relies heavily on routine communication and transparent paperwork is displaying successful, rather than effective, traits
Relying on routine communication, two-way feedback, and transparent administrative paperwork is a hallmark of effective leadership, not successful leadership. Effective leaders use systematic communication to maintain operational clarity, build trust, and support staff. Successful leaders focus primarily on external networking and upward politicking, making the statement attributing routine internal communication to successful leadership factually incorrect.

47. (A) Organizing weekly learning communities where teachers share challenges without fear
Establishing psychological safety through professional learning communities where teachers share pedagogical challenges exemplifies effective leadership. This practice highlights human resource development, open internal communication, and collaborative capacity building. Fostering psychological safety builds trust and subordinate commitment, whereas pressuring students or focusing exclusively on external visibility compromises institutional integrity and long-term educational effectiveness.

48. (B) Principal X fosters a toxic climate; Principal Y fosters a learning climate
Evaluating staff based on personal loyalty and image protection creates a toxic, fear-driven climate detrimental to morale and professional growth. In contrast, evaluating teachers based on pedagogical growth and student engagement fosters a collaborative, growth-oriented learning climate. Effective leadership prioritizes genuine professional capacity building, trust, and objective developmental feedback over personal loyalty enforcement.

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49. (B) Publicly reprimand the teacher to appease parents and protect one's image
A leader focused strictly on personal success and upward mobility prioritizes personal reputation and public image above internal staff support. When parental conflict arises, such a principal is likely to publicly reprimand the teacher to appease external critics quickly, safeguarding personal standing with higher authorities while sacrificing internal trust, staff morale, and objective administrative mediation.

50. (A) I and III only
Effective crisis leadership demands immediate prioritization of physical safety (I) and transparent communication with stakeholders (III). Seeking media self-promotion (II) or publicly shifting blame onto subordinates (IV) represent self-serving political actions aimed at protecting personal reputation. Effective leaders manage operational emergencies through responsible decision-making, clear communication, and direct accountability rather than public relations maneuvering.

51. (C) Sustainable teaching-learning quality and low staff attrition
The primary long-term outcome of consistently effective leadership in an educational institution is sustainable pedagogical quality and low staff turnover. Effective leaders focus on human resource development, transparent communication, and supportive workplace environments. This inward focus builds organizational trust, boosts staff morale, and strengthens institutional capability, ensuring sustained academic standards and long-term staff stability.

52. (D) Successful leadership — High subordinate commitment
Pairing successful leadership with high subordinate commitment is conceptually incorrect. Successful leadership centers on upward mobility, external politicking, and personal career promotion, which often neglects internal team needs. Subordinate commitment stems directly from effective leadership, which emphasizes human resource management, supportive supervision, open communication, and staff mentoring within the educational setting.

53. (C) High levels of burnout, cynicism, and turnover
When an educational system exclusively rewards promotional networking and politicking while neglecting internal team effectiveness, the teaching staff experiences high burnout, cynicism, and attrition. Teachers feel unappreciated when leadership prioritizes personal career mobility over staff support. Without human resource development and transparent communication, internal morale degrades, resulting in widespread employee alienation and turnover.

54. (B) The Principal's capacity-building efforts and high effectiveness
Sustainable school improvement depends primarily on high leadership effectiveness and systematic capacity-building efforts. Fostering teacher skills, establishing collaborative professional learning, and maintaining open communication build resilient institutional frameworks. Relying on external political influence or administrative transfers produces temporary or superficial metrics, whereas effective human resource development ensures continuous, lasting academic and organizational improvement.

55. (A) Both A and R are true and R is the correct explanation of A
Effective leadership achieves lasting school improvement because it invests in deep capacity building, open communication, and subordinate commitment. Fostering teacher motivation, providing constructive feedback, and establishing transparent communication channels build institutional capability. This inward focus ensures that academic performance gains are sustainable and deeply rooted rather than temporary spikes resulting from superficial administrative coercion.

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56. (A) I, III, II, IV
Under purely successful leaders who neglect internal effectiveness, institutional trajectory follows a predictable sequence. First, superficial metric manipulation produces an initial spike in quantitative targets (I). Second, the leader uses these surface metrics to secure promotion (III). Third, unaddressed human resource issues cause trust breakdown between staff and administration (II). Finally, institutional performance crashes (IV).

57. (C) A climate of mutual trust, distributed leadership, and continuous learning
The clearest indicator of long-term effective school leadership is an institutional culture defined by mutual trust, distributed leadership, and continuous professional learning. While superficial awards or unspent funds reflect external administrative metrics, true effectiveness manifests internally through high staff morale, shared governance, collaborative problem-solving, and continuous capacity development among educators across the school.

58. (A) Short-term success with negative long-term consequences
Manipulating workloads to win external recognition yields short-term career success for the leader, leading to personal promotion. However, exploiting staff without genuine support causes severe burnout, resentment, and operational collapse once the leader departs. This outcome illustrates how purely successful leadership produces unsustainable, temporary surface achievements while destroying internal institutional health and staff commitment.

59. (D) The leader's focus on human resource management and communication
In organizational behavior theory, subordinate job satisfaction is primarily driven by a leader's commitment to human resource management and open communication. Providing constructive feedback, motivating employees, resolving workplace conflicts, and facilitating information exchange build trust and job satisfaction. Positional authority or political networking may advance a leader's career, but employee satisfaction stems directly from supportive human-centered leadership.

60. (B) Successful leaders always boost staff morale by projecting a powerful image to superiors
Claiming that successful leaders consistently boost staff morale through upward visibility is factually incorrect. Successful leaders focus primarily on personal career advancement, political networking, and managing upward relationships. This external orientation often neglects internal human resource management, team support, and conflict resolution, which can severely damage workplace morale and lead to employee burnout and alienation.

61. (C) I, II, and III only
Subordinate organizational commitment is fostered by transparent communication (I), fair and constructive discipline (II), and positive work reinforcement (III). Withholding critical information (IV) undermines trust, creates role ambiguity, and lowers morale. Effective human resource practices emphasize open dialogue, equity, and employee motivation, which collectively strengthen staff dedication and institutional allegiance.

62. (D) Low organizational commitment and high alienation
Neglecting routine communication and human resource management in favor of external networking causes low organizational commitment and widespread employee alienation. When leadership focuses exclusively on personal promotional visibility, staff members feel unsupported and disconnected from institutional goals. Without transparent information channels, constructive feedback, and mentoring, employee trust declines, resulting in disengagement and turnover.

63. (A) Superficial hygiene factors or coercive power
Effective leaders cultivate intrinsic motivation by providing growth opportunities, recognition, and achievement. In contrast, purely successful leaders manipulating systems often rely on superficial hygiene factors or coercive power to force short-term compliance. While hygiene factors prevent immediate dissatisfaction, they fail to generate genuine commitment, leaving employees demotivated when external administrative pressure or oversight diminishes.

64. (B) Effective leadership
Teachers willingly contributing personal time without financial incentive for an institutional initiative demonstrates effective leadership. This voluntary commitment stems from respect, shared organizational vision, and continuous administrative support. Effective leaders build intrinsic motivation, professional trust, and strong workplace relationships, prompting employees to demonstrate organizational citizenship behavior that exceeds basic contractual obligations.

65. (B) Effective leadership impact on staff satisfaction
Establishing open-door communication, resolving operational backlogs, and forming

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collaborative committees directly illustrates the immediate impact of effective leadership on staff satisfaction. A dramatic reduction in teacher absenteeism within six months reflects improved workplace trust, increased employee morale, and enhanced organizational commitment resulting from supportive human resource management and structured routine communication practices.

66. (A) Effective leaders focus on deep, qualitative goals; successful leaders focus on superficial targets
Effective leaders pursue genuine, long-term educational objectives such as instructional quality, staff development, and holistic student growth. Purely successful leaders tend to prioritize short-term, superficial targets or quantitative metrics that generate immediate visibility for superiors. While successful leaders exploit metrics for personal promotional recognition, effective leaders focus on sustainable institutional capability and deep qualitative improvement.

67. (C) Successful leadership — Short-term attendance targets over actual learning
Prioritizing short-term attendance targets over actual student learning is a classic manifestation of successful leadership focused on surface metrics. Successful leaders often emphasize quantifiable, highly visible metrics that impress administrative superiors quickly, even if deep pedagogical goals are neglected. In contrast, effective leaders prioritize authentic instructional progress, holistic student growth, and internal capacity building.

68. (D) By falsifying statutory records to show 100% achievement
Falsifying official records to present artificial success contradicts leadership ethics and operational effectiveness. Effective leaders achieve genuine organizational goals through team goal alignment, continuous formative feedback, and supportive school culture. Falsifying performance metrics is an unethical practice sometimes associated with purely successful managers seeking superficial compliance and personal advancement without establishing true institutional capability.

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69. (C) Organize workshops and phase technology integration so teachers and students benefit
An effective leader approaches technology mandates by organizing professional development workshops and phasing implementation to benefit teachers and students directly. Instead of forcing superficial compliance for immediate public relations display, effective leaders focus on human resource development and training. This structured, supportive approach builds staff capability and ensures meaningful, long-term pedagogical integration.

70. (C) A is true but R is false
Purely successful leaders often hit short-term quantitative targets quickly because they enforce compliance, leverage positional authority, or manipulate surface metrics to impress superiors. Reason (R) is false because successful leaders do not rely on deep coaching, capacity building, or participative decision-making; those developmental methods are characteristics of effective leaders focusing on sustainable long-term results.

71. (D) Sustained learning outcomes and positive school climate
True organizational achievement in education is fundamentally defined by sustained student learning outcomes and a positive, supportive overall school climate. While fast promotion or personal recognition measures individual administrative success, genuine effectiveness centers on long-term institutional health, instructional capacity building, high teacher retention, and continuous student growth fostered through supportive leadership.

72. (A) A successful leader
Goal displacement occurs when rigid adherence to rules, surface metrics, or numerical targets supersedes core educational objectives. Purely successful leaders are especially prone to encouraging goal displacement because they prioritize short-term quantifiable outputs, upward political visibility, and rapid personal advancement over deep pedagogical quality, teacher development, and sustainable institutional growth within the school.

73. (C) Because HR alone cannot secure external resources, funding, or systemic support
Integrating successful leadership behaviors like external networking is essential because internal

human resource management alone cannot secure needed external resources, grants, or systemic administrative backing. While effective internal management builds team commitment, outward networking provides access to funding, facilities, and broader institutional support necessary for optimal overall school development and operational success.

74. (A) I, II, and IV only
A balanced approach to school leadership combines external networking for resources (I), internal communication to maximize resource utilization (II), and upward advocacy for institutional needs (IV). Sacrificing teacher morale for quick ranking targets (III) is an unhealthy tactic of purely successful leadership that damages long-term organizational health and staff commitment.

75. (D) I, II, and III
True leadership synergy occurs when external success orientation reinforces internal leadership effectiveness. Protecting teachers while meeting administrative demands (I), sharing public credit with staff (II), and ensuring equitable distribution of externally acquired resources (III) demonstrate an optimal balance. These practices convert external influence into internal capacity, fostering team commitment and institutional advancement.

76. (B) Balancing the two means doing neither well, leading to organizational mediocrity
Stating that balancing success and effectiveness results in doing neither well is false. Effective school leaders who balance both dimensions use external networking strategically to bring resources into the school while investing internally in team capacity and communication. Far from creating mediocrity, this balance generates high external legitimacy alongside strong internal performance and commitment.

77. (C) Integrating successful networking with effective participative management
Securing a library grant through official rapport represents successful upward networking, while delegating book selection to a teacher-student committee exemplifies effective participative management. This action bridges outward career success with inward team empowerment. The principal uses external political influence to gain institutional resources and then shares authority to build internal commitment and ownership.

78. (D) Automate data entry with IT assistance to comply while reducing teacher burden
Automating burdensome reporting with IT support satisfies administrative demands from superiors while shielding teachers from excessive workload. This technical solution balances successful leadership (maintaining external compliance and visibility) with effective leadership (supporting staff needs and preserving workplace morale). It achieves required operational outputs without sacrificing teacher satisfaction, commitment, or core instructional time.

79. (A) High external legitimacy and internal capacity
Synthesizing successful and effective leadership yields both high external legitimacy and high internal capacity. Successful networking establishes strong relations with authorities, securing political recognition and resources. Meanwhile, effective human resource management and communication foster internal staff trust, pedagogical competence, and team cohesion, resulting in comprehensive institutional health and personal administrative recognition.

80. (B) I, II, III, and IV
All four listed statements represent common leadership misconceptions. Rapid promotion does not guarantee effectiveness (I), surface metrics do not prove long-term capacity (II), high staff morale does not automatically yield swift promotion (III), and networking is not inherently negative as it brings vital resources (IV). Recognizing these fallacies helps clarify the distinct mechanisms driving success and effectiveness.

81. (B) That rapid promotion directly reflects an ability to build committed school teams
A widespread misconception in bureaucratic institutions is assuming that rapid administrative promotion directly reflects strong team-building skills. Empirical research shows promotion speed depends primarily on upward networking, political maneuvering, and managing external visibility. Team building and staff commitment stem from human resource management and routine communication, which are distinct

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activities not inherently required for fast promotion.

82. (A) A rapidly promoted principal has highly satisfied and committed staff
The halo effect of promotion leads evaluators to mistakenly assume that a rapidly promoted leader must possess highly satisfied and committed staff. Because higher authorities observe career advancement and external visibility, they unthinkingly attribute internal team effectiveness to the leader. In reality, promotional success often results from outward networking rather than internal human resource development.

83. (C) Networking predicts rapid promotion better than routine communication
It is a documented empirical reality in organizational behavior that networking predicts rapid promotion far better than routine communication or human resource management. Quantitative observational studies confirm that leaders who dedicate time to upward networking advance faster through administrative ranks, whereas those focusing on internal communication achieve high subordinate effectiveness rather than rapid personal promotion.

84. (D) Promotion behaviors (networking) differ from culture-building behaviors (HR, communication)
Expecting a rapidly promoted principal to fix a toxic culture is a logical error because promotional behaviors differ fundamentally from culture-building behaviors. Career advancement is driven by external networking, upward politicking, and visibility. Resolving toxic workplace dynamics requires inward human resource management, transparent routine communication, and constructive conflict resolution, which rapidly promoted leaders may not practice.

85. (A) Both A and R are true and R is the correct explanation of A
Highly effective school principals are frequently overlooked for rapid administrative promotions because their primary daily focus is inward. By prioritizing team building, human resource management, and routine communication, they spend significantly less time on the external networking and upward politicking that drive promotion. Thus, time allocation differences explain why high effectiveness does not automatically translate to career success.

86. (B) They may promote 'successful' toxic leaders, degrading long-term school culture
Mistaking short-term test score spikes for genuine leadership effectiveness leads educational authorities to promote toxic managers who manipulate metrics. Rewarding surface results encourages coercive administrative practices while degrading long-term school culture and staff morale. Over time, promoting purely successful leaders who neglect human resources produces severe staff burnout, high teacher turnover, and institutional decay.

87. (D) 360-degree feedback on school climate and staff commitment
Evaluating true leadership effectiveness requires comprehensive tools like 360-degree feedback on school climate and staff commitment. Unlike promotion tracking, media logs, or budget audits that measure external success or surface administrative compliance, 360-degree feedback captures multi-stakeholder perspectives. It directly assesses internal trust, employee satisfaction, managerial support, and overall institutional health across all operational levels.

88. (A) I, II, III, and IV
A robust 360-degree feedback framework for school leaders incorporates insights from subordinate teachers (I), non-teaching staff (II), superior officers (III), and leader self-reflection (IV). Gathering data across all administrative levels ensures a balanced evaluation, capturing both outward success metrics valued by superiors and inward effectiveness indicators like staff support and climate valued by subordinates.

89. (C) Personal Networking Log — Measuring subordinate commitment
A personal networking log measures outward contact frequency and career success maneuvers, making its pairing with subordinate commitment incorrect. Subordinate commitment reflects internal leadership effectiveness and is measured through climate surveys, retention rates, and employee feedback. Personal networking logs track political visibility and relationship management with external decision-makers rather than internal team satisfaction or staff commitment.

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90. (A) Confusing systemic success (test scores) with effectiveness (staff commitment)
High test results combined with widespread teacher fear and stress illustrates the mistake of confusing systemic success with leadership effectiveness. A principal may achieve quantitative metrics that impress superiors, but high staff alienation demonstrates low internal effectiveness. Genuine leadership effectiveness requires building employee commitment, trust, and a healthy climate alongside academic outputs.

91. (D) It helps identify if networking is prioritized over internal human resource management
Self-assessment is critical for school leaders seeking balance because it highlights time allocation disparities between networking and internal management. By evaluating daily activities, leaders recognize whether they disproportionately favor outward political networking for career success at the expense of internal routine communication, staff mentoring, conflict resolution, and human resource development vital for school effectiveness.

92. (B) Reduce their 'Blind Area' by learning how behaviors impact staff morale
Applying the Johari Window concept to leadership self-assessment allows school principals to reduce their blind area by discovering how administrative behaviors affect staff morale. Honest feedback reveals unrecognized behavioral impacts, helping leaders align self-perception with team reality. Shrinking this blind spot enables principals to adjust communication, improve human resource management, and enhance overall leadership effectiveness.

93. (C) Schedule daily time for staff mentoring, observation, and open communication
Discovering that only 10% of time is spent on communication and human resources highlights a major effectiveness deficit. To become more effective, the administrator must actively reallocate time toward staff mentoring, classroom observations, constructive feedback, and transparent communication. Scheduling daily human-centered activities addresses internal team needs, builds trust, and fosters sustainable institutional commitment.

94. (D) Superiors value compliance and results, whereas staff value support and fairness
Stakeholders perceive leadership effectiveness differently because their evaluative criteria diverge based on organizational roles. Administrative superiors prioritize regulatory compliance, timely reporting, and surface test results that reflect well on the system. Conversely, teaching staff judge effectiveness based on administrative support, fairness, open communication, and constructive human resource management that directly impact daily work conditions.

95. (A) Parents — Safety, discipline, and academic outcomes of their children
Parents evaluate a school principal's effectiveness based on student safety, disciplined learning environments, and academic progress. Unlike superiors who focus on bureaucratic compliance or teachers who prioritize internal support, parents assess leadership through outcomes directly affecting their children. Aligning administrative practices with student safety and academic growth secures parental trust and external institutional credibility.

96. (B) Efficiency in maintaining administrative registers and accounting books
Maintaining administrative registers and accounting books is an internal operational task that students do not observe or use to judge leadership effectiveness. Students assess leadership through visible, direct experiences such as school safety, facility cleanliness, fairness in discipline, and a supportive, encouraging atmosphere. Administrative bookkeeping reflects statutory compliance rather than student-centered leadership effectiveness.

97. (B) Systemic views of success versus internal views of effectiveness
Receiving top ratings from authorities for public events while earning poor reviews from teachers for autocratic behavior highlights the gap between systemic success and internal effectiveness. Superiors measure success through outward compliance, timely paperwork, and external visibility. Teachers measure effectiveness through administrative support, fair treatment, and open communication, illustrating how external success can mask internal operational dissatisfaction.

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98. (A) External impression management masking internal ineffectiveness
Maintaining positive public relations on social media while diverting library funds to paint boundary walls illustrates external impression management masking internal ineffectiveness. Fostering outward visual appeal satisfies superficial parental expectations, but neglecting instructional resources, teacher well-being, and academic quality destroys internal capability, proving that surface impression management often conceals deep operational degradation within institutions.

99. (A) I, II, III, IV
Aligning stakeholder perceptions follows a logical administrative sequence. The process begins with conducting climate surveys across staff, parents, and students (I). Second, leadership identifies gaps between external image and internal reality (II). Third, transparent communication and capacity building are implemented (III). Finally, the institution evaluates changes in organizational commitment and student outcomes (IV).

100. (D) Sustained improvement in school climate, staff capacity, and student growth
Holistic leadership evaluation moves beyond short-term metrics and public visibility to focus on sustained improvement in school climate, teacher capacity, and student growth. Evaluating internal workplace trust, professional development, and student advancement provides an authentic measure of leadership effectiveness, ensuring that administrative success is grounded in real, lasting educational progress rather than superficial compliance.

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CHAPTER 06

Human Resource Development: Concept and Goals

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1. Which of the following best defines the core focus of Human Resource Development (HRD) in an organizational context?
(A) Ensuring statutory compliance with labor laws and managing employee grievances
(B) Maintaining accurate service records and administering payroll systems
(C) Providing continuous learning, skill enhancement, and capacity building for employees
(D) Recruiting and selecting candidates to fill immediate organizational vacancies

2. The term 'Human Resource Development' was formally introduced and conceptualized in 1969 by which of the following management thinkers?
(A) Peter Drucker
(B) Leonard Nadler
(C) Douglas McGregor
(D) Elton Mayo

3. In the context of a school system, which of the following activities falls outside the primary scope of HRD?
(A) Conducting in-service teacher training programmes
(B) Implementing a continuous performance feedback mechanism
(C) Mentoring newly recruited postgraduate teachers
(D) Processing the monthly salary bills of the teaching staff

4. Which of the following paradigms distinguishes the HRD approach from traditional administrative approaches?
(A) Treating employees as assets capable of continuous professional development
(B) Viewing employees primarily as operational costs that must be continuously minimized
(C) Focusing strictly on punitive administrative measures for correcting employee behaviour
(D) Restricting employee participation strictly to predefined and rigid job descriptions

5. In organizational theory, the concept of HRD is essentially considered to be:
(A) A static, one-time orientation intervention delivered exclusively during employee induction
(B) A reactive administrative mechanism designed primarily to address disciplinary issues
(C) A continuous, proactive, and system-wide professional learning process
(D) A financial incentive structure aimed strictly at short-term monetary compensation

6. During the evolution of HRD as a discipline, the 'Training Within Industry' (TWI) programmes played a significant role. In which historical context did TWI primarily emerge?
(A) The Industrial Revolution in 18th century Britain
(B) The Great Depression of the 1930s
(C) The rapid industrial mobilization during World War II
(D) The rise of the Information Technology sector in the 1990s

7. Arrange the following stages in the historical evolution of Human Resource Development in the correct chronological order:
I. Emergence of the Corporate University model
II. Traditional Apprenticeship programmes
III. Vocational education and factory schools
IV. Formalization of Human Resource Development as a strategic discipline
Select the correct sequence from the options given below:
(A) II, III, IV, I
(B) III, II, I, IV
(C) II, IV, III, I
(D) III, IV, II, I

8. A newly appointed Principal observes that the school's approach to teacher professional development is limited to sending a few teachers

to mandatory departmental workshops merely to comply with administrative orders. No follow-up or localized capacity building occurs. To align the school with modern HRD principles, what should be the Principal's immediate strategic intervention?
(A) Issue a strict administrative circular directly linking mandatory workshop attendance to annual confidential performance appraisal reports
(B) Conduct a comprehensive training needs analysis and integrate learnings through peer mentoring
(C) Discontinue all external developmental workshops and mandate exclusive reliance on independent self-study models for all faculty
(D) Formally request the central educational authority to transfer staff members who fail to demonstrate personal initiative in seeking training

9. Historically, the shift from traditional training management to Human Resource Development marked a transition from:
(A) A focus on long-term capacity building to immediate task-oriented skills
(B) A decentralized learning approach to a highly centralized, rigid curriculum
(C) A focus on isolated job instruction to holistic individual and organizational growth
(D) A focus on behavioral sciences to a focus strictly on classical management principles

10. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Early personnel management functions were primarily reactive and administrative in nature.
Reason (R): The primary focus of early personnel departments was on record-keeping, payroll, and compliance rather than on systemic employee capacity building.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following statements most accurately captures the relationship between Human Resource Management (HRM) and Human Resource Development (HRD)?
(A) HRM focuses on maintenance and administration, while HRD is a subsystem focused on learning and growth
(B) HRD functions as an overarching strategic framework that encompasses traditional HRM as one of its operational sub-components
(C) HRM and HRD operate as completely distinct and isolated organizational domains without any structural or functional overlap
(D) HRD deals exclusively with initial candidate recruitment, whereas HRM manages all post-recruitment employee developmental activities

12. In differentiating HRM from HRD, which of the following functions is fundamentally an HRM function rather than an HRD function?
(A) Career planning and development
(B) Wage and salary administration
(C) Organization development
(D) Potential appraisal

13. While HRM seeks to improve organizational efficiency through proper staffing and compensation, HRD aims to improve efficiency by:
(A) Systematically reducing the operational workforce to achieve immediate financial cost reductions across departments
(B) Enhancing the institutional climate and staff competencies
(C) Fully automating all routine administrative, secretarial, and clerical record-keeping operational tasks
(D) Centralizing all executive decision-making authority strictly within the office of the institutional leader

14. Consider the following statements regarding the differences between HRD and HRM:
I. HRM is typically a routine, maintenance-oriented function, whereas HRD is a continuous, development-oriented function.
II. HRM relies on extrinsic motivation (salary, perks), while HRD emphasizes intrinsic motivation (growth, self-actualization).
III. In an organizational structure, HRD relies on the active participation of line managers, whereas traditional HRM is often restricted to the personnel department.
Which of the statements given above are correct?

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(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

15. Identify the incorrect distinction between HRM and HRD from the options below:
(A) HRM focuses primarily on managing daily personnel needs, whereas HRD focuses on continuously developing long-term human potential
(B) HRM primarily addresses the immediate operational needs of the organization, while HRD prepares it for future strategic challenges
(C) HRM encourages high risk-taking and experimentation, while HRD enforces adherence to procedures
(D) HRM treats employees strictly as economic resources, whereas HRD views them as active partners in institutional progress and growth

16. The structure of HRD within an organization is best described as:
(A) A rigidly compartmentalized administrative division completely isolated from core operational activities and strategic goals
(B) A temporary project-based task force established for specific events with no permanent institutional structure or defined role
(C) A strictly hierarchical directive mechanism operating exclusively through formal top-down mandates from executive leadership
(D) An integrated system emphasizing interrelated mechanisms like training, appraisal, and OD

17. The transition from Personnel Management to Human Resource Development signifies a paradigm shift in how employees are viewed. Under the HRD paradigm, an employee is primarily viewed as:
(A) An easily interchangeable labor commodity deployed solely to fulfill standardized operational job requirements
(B) A routine administrative subordinate requiring continuous direct supervisory oversight and strict managerial control
(C) A dynamic resource capable of continuous growth and organizational contribution
(D) A basic mechanical input utilized strictly within the routine production or service delivery process

18. Which of the following is a core characteristic of traditional Personnel Management that is inherently rejected by the modern HRD approach?
(A) Actively facilitating transparent, open, and multi-directional communication channels across all administrative levels
(B) Viewing employment merely as a transactional contract
(C) Continuously emphasizing structured performance feedback, personal counseling, and professional developmental support
(D) Systematically promoting decentralized decision-making processes and operational autonomy for non-administrative staff

19. In terms of responsibility, how does Human Resource Development differ from traditional Personnel Management?
(A) Personnel Management is the responsibility of all operational line managers, whereas HRD remains the exclusive responsibility of specialized HR staff
(B) Personnel Management relies heavily on external management consultants, whereas HRD depends entirely upon internal administrative record-keepers
(C) Personnel Management and HRD share an identical structural distribution of administrative responsibility across all institutional organizational levels
(D) Personnel Management is an administrative staff function, whereas HRD is a shared responsibility of all managers

20. A Principal discovers that the school's administrative office spends 90% of its time processing leave applications, managing service books, and enforcing disciplinary rules, with virtually no time dedicated to staff mentoring or professional growth. To pivot from this Personnel Management mindset to an HRD mindset, what is the most appropriate first step?
(A) Delegate routine administrative tasks and establish regular developmental dialogues with teachers
(B) Engage an external administrative service agency to handle the compilation, updating, and verification of all staff service books
(C) Completely abolish all institutional disciplinary codes to cultivate an entirely stress-free workplace environment for faculty

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(D) Suspend the processing of standard leave applications until faculty members complete designated professional development hours

21. Which motivational theory best aligns with the goals of traditional Personnel Management, as opposed to Human Resource Development?
(A) McGregor's Theory Y
(B) Maslow's concept of Self-Actualization
(C) McGregor's Theory X
(D) Herzberg's Motivator factors

22. Among the following, which mechanism is exclusively a product of the HRD approach rather than traditional Personnel Management?
(A) Organization Development (OD) interventions
(B) Grievance redressal procedure
(C) Maintenance of the roster and attendance register
(D) Administration of the General Provident Fund (GPF)

23. What is the primary focus of the 'individual development' goal within the framework of HRD?
(A) Systematically fostering intense, outcome-driven internal competition among individual staff members across all institutional departments
(B) Ensuring that an employee's personal lifestyle and private choices align strictly with prevailing organizational cultural norms
(C) Minimizing the duration and frequency of informal interactions between employees during regular operational duty hours
(D) Enhancing an individual's current competencies while developing potential for future roles

24. Which HRD tool is most specifically designed to serve the goal of individual development by mapping an employee's future trajectory?
(A) Performance evaluation for bonus calculation
(B) Career planning and development
(C) Statutory audit of service records
(D) Maintenance of the contingent register

25. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): In HRD, the goal of individual development must logically align with the broader strategic goals of the organization.
Reason (R): If individual development is pursued in isolation without alignment, the acquired skills may not contribute to institutional effectiveness and could lead to employee frustration.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. The concept of 'Self-Directed Learning' in individual development emphasizes that:
(A) The executive leadership of the organization assumes sole responsibility for mapping every employee's professional learning trajectory
(B) Formal professional learning must occur strictly outside standard operational working hours without utilizing institutional resources
(C) Skill enhancement is strictly mandatory and must conform to a standardized, non-negotiable, top-down administrative curriculum
(D) Employees take the primary initiative in identifying their learning needs and goals

27. From the perspective of a school Principal, achieving the HRD goal of individual development for teachers is best realized through:
(A) Empowering teachers with pedagogical autonomy and supporting continuous professional development
(B) Rigorously enforcing mandatory compliance with a single, highly standardized, and completely inflexible lesson planning framework
(C) Systematically rotating teaching faculty through routine administrative office duties to diminish their classroom instructional load
(D) Evaluating faculty performance and competence strictly on the basis of aggregate annual pass percentages achieved by students

28. At the macro level, the goal of 'Organizational Development' (OD) within HRD aims primarily to:
(A) Rapidly expanding the physical facility infrastructure and geographical operating territory of the institutional establishment
(B) Enhancing overall institutional health, adaptability, and self-renewing capability

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(C) Maximizing immediate short-term operational financial returns irrespective of overall staff well-being and workplace satisfaction
(D) Ensuring absolute procedural compliance with every standard governmental bureaucratic regulation and administrative guideline

29. Which of the following is a strong indicator that an educational institution is successfully achieving its organizational development goals?
(A) A persistent pattern of elevated teacher turnover, chronic absenteeism, and general operational detachment among school staff
(B) High institutional adaptability to external educational changes and policy mandates
(C) An entrenched organizational culture characterized by systemic operational inertia and total resistance to updated pedagogical methods
(D) Rigid functional departmentalization accompanied by minimal inter-departmental communication and lack of administrative coordination

30. Consider the following outcomes of effective Organizational Development (OD) interventions in a school system:
I. Increased trust and collaboration among teaching staff
II. Enhanced problem-solving capacity at the institutional level
III. Complete elimination of all forms of interpersonal conflict
IV. Creation of a strong, shared institutional vision
Which of the outcomes listed above are practically achievable and desirable goals of OD?
(A) I, II and IV
(B) I, II and III
(C) II, III and IV
(D) I, III and IV

31. Organization Development (OD) as an HRD goal relies heavily on which of the following methodologies?
(A) Formal top-down authoritative commands issued by executive leadership
(B) Administrative punitive disciplinary proceedings against staff members
(C) Action research and behavioral science interventions
(D) Standard routine statutory financial and operational audits

32. In the context of a school, how does HRD facilitate the goal of organizational development?
(A) Systematically replacing all experienced senior faculty members with newly recruited junior teaching staff across departments
(B) Centralizing all operational financial decision-making authority strictly within the top offices of the regional Directorate
(C) Deliberately isolating institutional operations from surrounding local community interests and external parental involvement
(D) Building a proactive climate valuing continuous learning and improvement

33. Identify the incorrect statement regarding the relationship between individual development and organizational development in HRD.
(A) Individual development focuses on personal competencies, while organizational development targets systemic culture and processes
(B) The two goals are mutually reinforcing; capable individuals drive systemic change, and a healthy system nurtures individuals
(C) Organizational development can be fully achieved without any focus on individual development
(D) Interventions for organizational development often require prerequisite skills developed at the individual level

34. The HRD goal of 'team development' is grounded in the principle of synergy, which suggests that:
(A) The overall output produced by a working team strictly equals the mathematical sum of all separate individual contributions
(B) The combined effort of a well-functioning team exceeds the sum of individual contributions
(C) Teamwork structures inherently reduce personal operational responsibility and diminish individual accountability across projects
(D) High-performing individual employees should routinely operate in complete isolation to prevent potential interpersonal conflicts

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35. A Principal notices that teachers of different subjects rarely interact, leading to a fragmented learning experience for students. To implement the National Education Policy (NEP) 2020 mandate of multidisciplinary education, the

Principal forms 'Subject-Integration Clusters' requiring collaborative lesson planning. What specific HRD goal is the Principal directly targeting?
(A) Administrative statutory compliance and regulatory enforcement
(B) Individual career planning and personal skill trajectory mapping
(C) Routine annual employee performance appraisal and review protocols
(D) Team development and cross-functional synergy

36. According to Bruce Tuckman's model of team development, at which stage is interpersonal conflict and resistance to group influence most likely to peak, requiring careful HRD intervention?
(A) Forming
(B) Storming
(C) Norming
(D) Performing

37. In an educational setting, which of the following is the most effective intervention for achieving team development goals?
(A) Implementing individual performance-linked financial bonuses and direct monetary incentives across all operational academic departments
(B) Rigorously enforcing and maintaining strict administrative compartmentalization between science, commerce, and humanities faculties
(C) Organizing a joint action-research project for teachers to solve a localized issue
(D) Evaluating overall institutional operational success based strictly on the Principal's personal personality traits and leadership style

38. A school experiences high levels of inter-departmental friction, causing delays in implementing the annual calendar. The HRD intervention most appropriate for this scenario would focus on:
(A) Role negotiation and team-building exercises
(B) Enhancing the technical subject knowledge of individual teachers
(C) Conducting a formal departmental inquiry against all teachers
(D) Revising the institutional leave rules

39. Which of the following is NOT typically classified as a core HRD mechanism?
(A) Comprehensive Performance Appraisal and evaluation systems
(B) Strategic Potential Appraisal for identifying future leaders
(C) Continuous Training and Development capacity-building programs
(D) Procurement and portal management

40. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Potential appraisal is a distinct HRD mechanism separate from performance appraisal.
Reason (R): While performance appraisal assesses an employee's past efficiency in their current role, potential appraisal evaluates their latent capability to assume higher, more complex responsibilities in the future.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. The HRD mechanism where an experienced senior employee guides, counsels, and supports the career trajectory and psychological development of a junior employee is known as:
(A) Job Rotation
(B) Performance Appraisal
(C) Mentoring
(D) Quality Circles

42. Among the following mechanisms, which one serves as an integral part of the HRD system by identifying areas of strength and weakness for developmental purposes rather than for punitive action?
(A) Issuance of a Show Cause Notice
(B) Suspension pending departmental inquiry
(C) Withholding of increments
(D) Developmental Performance Counseling

43. Consider the following steps involved in executing a Training and Development mechanism in an organization:
I. Designing the instructional program
II. Evaluating the training outcomes
III. Conducting a Training Needs Analysis (TNA)

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IV. Implementing the training program

Which of the following represents the correct logical sequence of executing these steps?

(A) III, I, IV, II
(B) I, III, IV, II
(C) III, IV, I, II
(D) I, IV, III, II

44. The concept of 'Quality Circles', often used as a mechanism for both HRD and quality assurance, involves:

(A) An external technical audit commission that periodically inspects facility operational processes to verify institutional compliance
(B) Voluntary employee groups meeting regularly to solve work-related problems
(C) An executive managerial directive enforcing strict compliance with standardized operational administrative procedures across departments
(D) A specialized central financial committee responsible for allocating all capital and operational institutional resources annually

45. Consider the following statements regarding the role of HRD in the context of educational institutions under the National Education Policy (NEP) 2020:

I. HRD mechanisms must prioritize Continuous Professional Development (CPD) of minimum 50 hours annually for teachers.
II. HRD should shift its focus purely to administrative compliance rather than pedagogical innovation.
III. HRD in schools requires creating a supportive ecosystem for peer tutoring and collaborative learning among staff.

Which of the statements given above is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

46. In an educational institution, who among the following is the primary target for HRD interventions?

(A) The entire workforce, including teaching, administrative, and leadership staff
(B) Exclusively the active classroom teaching staff responsible for daily instructional delivery across various subject areas
(C) Strictly the non-teaching administrative and clerical support personnel operating within the central institutional office
(D) Solely the executive Head of the Institution and top-level administrative decision-makers within the leadership hierarchy

47. A significant shift in modern educational HRD is moving away from generic, one-size-fits-all training models towards:

(A) Systematically eliminating all forms of in-service teacher training workshops to maximize instructional classroom hours
(B) Completely outsourcing core instructional and teaching duties to commercial external educational management agencies
(C) Contextualized, school-based continuous professional development (CPD)
(D) Restricting all institutional capacity-building focus strictly to pre-service teacher preparation and initial degree programs

48. A Principal observes that despite attending multiple generic training sessions at the district level, teachers are struggling with integrating Inclusive Education practices in their specific classrooms. To address this using a localized HRD approach, the Principal should:

(A) Formally issue administrative memorandums to all concerned faculty members for failing to implement district-level training guidelines
(B) Submit an official request to the central Directorate seeking formal exemption for the school from Inclusive Education mandates
(C) Initiate administrative transfer proceedings for all classroom teachers who demonstrate difficulty in integrating inclusive practices
(D) Organize a customized workshop led by a special educator with classroom feedback

49. Peter Senge's concept of the "Learning Organization" is highly relevant to HRD in schools. Which of the following is NOT one of the five disciplines characterizing a learning organization?

(A) Comprehensive Systems Thinking
(B) Individual Personal Mastery
(C) Authoritarian Leadership
(D) Organizational Shared Vision

50. What is considered a best practice for maximizing HRD outcomes among teachers in schools under educational administration?

(A) Active discouragement of faculty members from sharing innovative lesson plans and instructional strategies to preserve individual

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competitiveness
(B) Establishing cluster-level professional learning communities for problem-solving
(C) Restricting institutional capacity-building and specialized training opportunities strictly to senior faculty members nearing formal retirement
(D) Directly linking mandatory professional development participation exclusively to punitive monetary penalties based on student performance

51. The HRD climate of an organization is often assessed using the OCTAPACE profile developed by Udai Pareek. What does the letter 'O' stand for in OCTAPACE?
(A) Objectivity
(B) Organization
(C) Optimization
(D) Openness

52. Within the OCTAPACE framework of HRD climate, the concept of 'Authenticity' refers to:
(A) Congruence between what organizational members say and what they do
(B) Systematically ensuring that all administrative and legal documents are properly verified and notarized
(C) Sticking strictly and uncompromisingly to traditional, historically established, and conventional teaching methods
(D) Implementing comprehensive physical security and access control protocols across all institutional premises

53. Which of the following is an indicator of a POOR Human Resource Development climate in a school?
(A) High levels of trust between the Principal and the teaching staff
(B) Mistakes are viewed as learning opportunities rather than grounds for immediate punishment
(C) Information is hoarded by the top administration and used as an instrument of power
(D) Teachers are encouraged to experiment with new pedagogical techniques

54. In the context of the OCTAPACE culture, 'Confrontation' is understood positively as:
(A) Facing problems and issues squarely rather than avoiding them
(B) Actively encouraging aggressive interpersonal arguments and verbal conflict to establish dominance within departments
(C) Deliberately creating divisive factions, interest groups, and political cliques among teachers inside the staff room
(D) Publicly criticizing and humiliating individual staff members in administrative meetings for minor operational errors

55. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): A supportive and open HRD climate significantly reduces the incidence of teacher burnout in schools.
Reason (R): An open climate fosters psychological safety, autonomy, and trust, which act as crucial buffers against occupational stress.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. The most standard and formal method to measure the existing HRD climate of an educational institution is through:
(A) Systematically reviewing aggregate student performance and final standardized board examination results
(B) Administering standardized HRD climate questionnaires to all staff members
(C) Conducting comprehensive structural, financial, and budgetary audit procedures across operational departments
(D) Analyzing routine institutional operating overheads such as electricity, water, and building maintenance bills

57. In the context of a school, what is the most critical role of the top management (the Principal/Head of School) in promoting HRD?
(A) Acting merely as an administrative sanctioning authority for leave
(B) Delegating all HRD responsibilities to the clerical staff and disengaging from the process
(C) Serving as a proactive sponsor, facilitator, and role model for continuous learning
(D) Enforcing strict disciplinary compliance at the expense of developmental dialogues

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58. Top management's commitment to HRD is most tangibly demonstrated by:
(A) Delivering a single inspirational motivational speech to all faculty members at the commencement of the academic year
(B) Formulating an ambitious institutional vision statement while deliberately withholding dedicated implementation budgets
(C) Promising future career advancements and promotions without providing any structured capacity-building initiatives
(D) Allocating adequate resources, time, and budgetary support for staff development

59. A key responsibility of top management in fostering an effective HRD climate is the creation of 'Psychological Safety'. This means ensuring that:
(A) Employees feel safe to express ideas and admit mistakes without fear
(B) The physical premises and structural facilities of the educational institution are maintained completely free from environmental hazards
(C) Institutional operational decisions are strictly shielded and protected from external political and local community interference
(D) Permanent job tenure and employment security are guaranteed unconditionally regardless of individual attendance or performance

60. Consider the following actions taken by top management in a school:
I. Integrating HRD goals into the institutional planning process.
II. Frequently rotating teachers against their aptitude to exert administrative control.
III. Recognizing and rewarding pedagogical innovations by teachers.
IV. Providing constructive feedback through regular developmental counseling.
Which of the actions listed above represent positive top management involvement in HRD?
(A) I, II and III
(B) I, III and IV
(C) II, III and IV
(D) I, II and IV

61. Which of the following approaches by a Principal is counterproductive to the goals of HRD?
(A) Systematically mentoring newly appointed novice teachers to enhance their instructional confidence and classroom management
(B) Micro-managing pedagogical decisions, stripping teachers of autonomy
(C) Facilitating structured peer-observation and collaborative feedback sessions among experienced and junior faculty members
(D) Encouraging and supporting teachers to independently design and undertake localized classroom action research projects

62. In the realm of HRD, 'Competency Mapping' is best defined as the process of:
(A) Identifying knowledge, skills, and attributes required for a role
(B) Precise demarcating of geographical recruitment zones from which an enterprise source its operational staff members
(C) Structuring a rigid organizational hierarchy chart based strictly on employee chronological age and length of service
(D) Distributing administrative and operational workloads equally among all personnel regardless of specialized domain expertise

63. A standard competency model typically comprises three core dimensions, often abbreviated as KSA. What do these letters stand for?
(A) Kinetics, Synergy, and Administrative Action
(B) Knowledge, Strategy, and Operational Authority
(C) Knowledge, Skills, and Attributes/Attitudes
(D) Keenness, Sensitivity, and Context Adaptability

64. A Principal decides to implement digital pedagogy across all classes. Before organizing a training program, the Principal assesses the current proficiency levels of all teachers in using digital tools and compares it against the required standard. This process is a practical application of:
(A) Institutional contingency and risk planning
(B) Comprehensive job enrichment structuring
(C) Systematic managerial succession planning
(D) Competency mapping and gap analysis

65. A school Principal needs to assign key leadership roles for the upcoming academic session. Instead of assigning them based merely on seniority, the Principal lists the specific behavioral and technical requirements for each role and matches them with the demonstrated strengths of the staff members. Which HRD concept is the Principal utilizing?
(A) Strategic Career Anchoring

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(B) Operational Downsizing
(C) Competency Mapping
(D) Participatory Quality Circles

66. Consider the following steps in the Competency Mapping process:
I. Develop the competency framework (dictionary) for the roles.
II. Identify and define the key roles/positions in the organization.
III. Design targeted HRD interventions to bridge identified gaps.
IV. Assess individuals against the required competencies to identify gaps.
Which of the following represents the correct logical sequence of these steps?
(A) II, I, IV, III
(B) I, II, III, IV
(C) II, IV, I, III
(D) I, IV, II, III

67. In a competency framework, 'Behavioral Indicators' are essential because they:
(A) Provide a theoretical academic background regarding the employee's formal tertiary education
(B) Determine exact financial compensation packages and monetary allowances for individual workers
(C) Dictate administrative disciplinary rules and procedural guidelines for addressing staff misconduct
(D) Translate abstract competencies into observable and measurable actions

68. Organization Development (OD) is a specialized branch of HRD primarily concerned with:
(A) Planned, system-wide efforts managed from the top to increase organizational health
(B) Managing routine maintenance and repair schedules for physical school infrastructure and institutional buildings
(C) Processing routine employee retirement financial benefits, provident fund disbursements, and pension claims
(D) Maximizing immediate short-term financial operational outputs through aggressive departmental cost-cutting

69. Kurt Lewin's foundational model of change management, frequently utilized in OD interventions, consists of which three stages?
(A) Systematic Plan, Do, Act
(B) Sequential Forming, Storming, Norming
(C) Unfreeze, Change, Refreeze
(D) Operational Input, Process, Output

70. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Organization Development (OD) interventions in traditional government school systems often face high initial resistance.
Reason (R): Bureaucratic inertia, established comfort zones, and fear of the unknown cause employees to prefer the existing status quo over systemic change.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. While HRD and OD are closely related, a conceptual distinction is often made wherein:
(A) HRD is focused entirely on formal organizational structural design, whereas OD focuses exclusively on administering compensation and payroll systems
(B) HRD relies permanently on specialized external management consultants, whereas OD requires only internal administrative and clerical personnel
(C) HRD and OD share complete conceptual identity, possessing no practical, structural, operational, or methodological distinction between them
(D) HRD focuses on micro-level development of individuals, whereas OD targets macro-level systemic culture

72. Which of the following is a classic example of an Organization Development (OD) intervention?
(A) Conducting a routine campus safety and fire evacuation drill for administrative staff
(B) Using Survey Feedback to analyze climate and plan strategies
(C) Updating service books and official employment records of all institutional personnel
(D) Processing routine medical reimbursement financial bills submitted by teaching staff

73. In OD, the technique known as 'Process Consultation' involves:
(A) An external technical expert diagnosing issues and dictating a pre-packaged, non-

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negotiable solution to the organization's operational problems
(B) Fully automating all routine office and administrative operational processes across departments utilizing specialized corporate enterprise software
(C) A facilitator helping group members understand dynamics to solve problems
(D) Directly bypassing the institutional head and executive management to collect unverified operational performance feedback from student parents

74. HRD interventions are generally classified based on their target level. Which of the following classifications is standard in HRD literature?
(A) Financial, Non-financial, and Punitive
(B) Short-term, Medium-term, and Infinite
(C) Reactive, Retroactive, and Regressive
(D) Individual, Team, and Organizational

75. Consider the following HRD interventions:
I. Executive Coaching
II. Mentoring
III. Job Rotation
Which of the following levels of the organization are these interventions primarily targeted at?
(A) The individual level
(B) The community level
(C) The organizational level
(D) The systemic level

76. Which of the following pairs of HRD interventions and their target levels is correctly matched?
(A) T-group (Sensitivity) Training — Exclusively Individual level
(B) Team Building — Interpersonal / Group level
(C) Career Planning — Organizational level
(D) Structural Redesign — Individual level

77. 'Sensitivity Training', also known as T-group training, is a behavioural OD/HRD intervention primarily aimed at:
(A) Training specialized laboratory technical staff to operate highly sensitive scientific testing equipment safely
(B) Enhancing self-awareness and understanding of how one's behaviour affects others
(C) Preparing administrative staff to maintain sensitive institutional records like official contingent expenditure registers
(D) Teaching clerical staff members the detailed statutory legal procedures for handling public information requests

78. A Principal observes that the middle-school teachers are suffering from low morale and monotony due to teaching the same syllabus for over a decade. To revitalise their interest and develop new competencies, the Principal temporarily assigns them to co-teach high-school foundation classes and lead club activities. What type of HRD intervention has the Principal utilized?
(A) Job Enlargement and Job Rotation
(B) Formal administrative disciplinary action
(C) Structural organizational downsizing
(D) Behavioral sensitivity training programs

79. The most direct mechanism through which HRD interventions improve teacher effectiveness is by enhancing their:
(A) Efficiency in managing daily commute time and logistical transportation to the school premises
(B) Operational ability to navigate complex administrative bureaucratic red tape and clerical procedures
(C) Self-efficacy, pedagogical skills, and subject matter knowledge
(D) Formal legal authority to impose strict student disciplinary measures and direct classroom punishment

80. Action Research is heavily promoted as an HRD tool for teachers because it:
(A) Systematically allows individual teachers to write and publish research papers primarily for personal financial gain
(B) Directly shifts the core operational responsibility of instructional teaching and classroom management onto the students
(C) Completely replaces and eliminates the administrative requirement for preparing detailed daily formal lesson plans
(D) Enables teachers to systematically investigate and solve problems in their own classrooms

81. In alignment with the National Education Policy (NEP) 2020, to ensure continuous HRD and sustained teacher effectiveness, every teacher is expected to participate in at least how many hours of Continuous Professional Development (CPD) every year?
(A) 20 hours
(B) 30 hours
(C) 50 hours

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(D) 100 hours

82. In the context of improving teacher effectiveness, how does 'Coaching' differ from 'Mentoring'?
(A) Coaching is assigned exclusively to administrative non-teaching personnel, whereas mentoring is reserved strictly for academic classroom teachers
(B) Coaching focuses on short-term skill improvement, while mentoring is broader and long-term
(C) Coaching is instituted primarily as a punitive supervisory measure, whereas mentoring is awarded as a direct financial performance bonus
(D) Coaching and mentoring share identical theoretical definitions and operational applications, functioning as absolute synonyms in HRD literature

83. Which of the following statements incorrectly represents the role of HRD in improving teacher effectiveness?
(A) HRD provides teaching faculty with updated subject content knowledge and modern constructivist pedagogical techniques
(B) HRD actively fosters a collaborative institutional culture that continuously encourages the peer-to-peer sharing of best practices
(C) HRD mechanisms like structured performance feedback directly help classroom teachers identify and rectify their professional blind spots
(D) HRD ensures teacher effectiveness by instilling a climate of fear and surveillance

84. Peer Observation, when used as an HRD tool rather than an administrative evaluation tool, contributes to teacher effectiveness by:
(A) Fostering a non-judgmental environment for mutual pedagogical feedback
(B) Providing a formal mechanism allowing classroom teachers to report peer operational faults directly to the Principal
(C) Creating a rigid and highly competitive individual performance ranking system among all institutional faculty members
(D) Serving as the primary administrative criteria for determining which faculty members receive their routine annual financial increment

85. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R).
Assertion (A): Implementing modern HRD practices in traditional government institutions is often challenging due to rigid hierarchical structures.
Reason (R): Bureaucratic frameworks inherently prioritize strict rule compliance, standardized procedures, and vertical command over creative experimentation and horizontal collaboration.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Which of the following is a prominent systemic challenge in implementing effective HRD in government educational institutions?
(A) Budgetary constraints and lack of dedicated financial allocation for continuous capacity building
(B) Chronic over-availability of completely unrestricted discretionary institutional funds lacking regulatory financial oversight
(C) An organizational workplace culture characterized by excessive, unregulated risk-taking and uncoordinated pedagogical innovation
(D) Granting an excessive degree of administrative and operational autonomy to newly appointed junior non-teaching staff members

87. Frequent and unpredictable transfers of school Principals and senior teachers primarily disrupt which aspect of Human Resource Development?
(A) The immediate procedural processing and clerical disbursement of routine monthly employee salary bills
(B) The day-to-day statutory administrative obligation of maintaining physical attendance registers for all personnel
(C) The operational execution and daily monitoring of government-mandated nutritional schemes
(D) The long-term institutionalization of OD initiatives and cultural change

88. A Principal introduces mandatory ICT capacity-building sessions post-school hours. A group of senior teachers strongly resists, citing that they

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have taught successfully without computers for twenty years and view the training as an unnecessary burden. This scenario best illustrates which challenge to HRD implementation?
(A) Lack of financial resources
(B) Attitudinal resistance to change and technological inertia
(C) Infrastructural deficiency
(D) Legal ambiguity in education regulatory frameworks

89. The "training as a paid holiday" syndrome is a challenge often cited in government sector HRD. This refers to:
(A) Employees utilizing sanctioned administrative training leave allowances strictly to undertake personal international vacations with family
(B) Central government authorities officially sanctioning general public holidays in direct substitution for mandatory professional training days
(C) Attending training without intention to learn, viewing it merely as a routine break
(D) The official administrative policy of paying additional bonus compensation to senior staff members who explicitly refuse training

90. Consider the following ways in which HRD impacts the quality of education in a school:
I. By updating teachers on the latest constructivist pedagogical approaches.
II. By fostering an institutional climate that supports student-centric learning.
III. By ensuring seamless procurement of standardized textbooks from vendors.
IV. By developing leadership capabilities among heads of institutions to drive academic excellence.
Which of the statements given above represent a direct linkage between HRD and the quality of education?
(A) I, II and IV
(B) II, III and IV
(C) I, III and IV
(D) I, II, III and IV

91. Quality Assurance in education is deeply linked to HRD because:
(A) Quality depends on continuous enhancement of human capital delivering educational services
(B) Quality can be achieved purely through the rigorous application of strict, unannounced punitive administrative inspections
(C) Quality functions solely as a direct result of advanced physical facility infrastructure, completely independent of human input
(D) HRD focuses fundamentally on minimizing overall teacher headcounts across departments to cut institutional operational costs

92. When Total Quality Management (TQM) principles are integrated with HRD in a school setting, the primary focus shifts toward:
(A) Rigorously inspecting enrolled students daily to enforce absolute dress code and uniform compliance across all grade levels
(B) Continuous, incremental improvement in teaching-learning processes involving all stakeholders
(C) Systematically maximizing the daily instructional workload of faculty members without providing additional support resources
(D) Deliberately isolating academic departments to force them to compete aggressively against each other for internal quality benchmarks

93. Which of the following is the most valid indicator that effective HRD practices have positively impacted the quality of education in a school?
(A) A dramatic statistical increase in the total number of routine administrative staff meetings convened monthly by leadership
(B) Improved student learning outcomes and enhanced engagement
(C) Maintaining significantly higher unspent monetary financial balances within the central institutional development fund annually
(D) A marked increase in the frequency of formal administrative disciplinary memos issued to teaching staff for minor infractions

94. Identify the exception: Which of the following does NOT represent a direct conceptual link between HRD and the enhancement of educational quality?
(A) The procedural routine of awarding building maintenance contracts
(B) Teacher sensitization regarding varied student learning styles, neurodiversity, and individual cognitive differences
(C) Development of emotional intelligence and interpersonal communication skills among senior executive school leadership

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(D) Enhancing the practical action-research and empirical problem-solving capabilities of the active classroom teaching faculty

95. Effective HRD interventions assist schools in transitioning from a traditional input-based educational model to an outcome-based education (OBE) model primarily by:
(A) Strictly forcing classroom teachers to fail all enrolled students who fail to meet rigid input performance criteria
(B) Deliberately decreasing the annual number of scheduled instructional classroom days to lighten faculty operational workloads
(C) Training teachers to design instruction backward from desired student competencies
(D) Automating the operational generation and daily management of the master institutional academic timetable using software

96. What is the National HRD Network (NHRDN) in the Indian context?
(A) A statutory government authority operating under the Ministry of Education tasked with regulating school teacher salary structures
(B) A registered public sector trade union organization dedicated to fighting for the retirement pension rights of government employees
(C) An international multilateral financial agency providing capital funding for building public physical educational infrastructure
(D) A national apex body of professionals committed to promoting HRD

97. The genesis of the HRD movement and the establishment of the National HRD Network in India is closely associated with the pioneering work of which of the following management experts?
(A) C.K. Prahalad and Sumantra Ghoshal
(B) Amartya Sen and Jean Drèze
(C) Udai Pareek and T.V. Rao
(D) R.A. Mashelkar and Anil Kakodkar

98. A Principal wishes to implement a comprehensive '360-degree feedback' mechanism for developmental purposes but lacks the technical know-how. The Principal reaches out to a national professional network to access standardized frameworks, attend conceptual workshops, and interact with HR experts. Which network is the Principal most likely utilizing?
(A) The National Council for Teacher Education (NCTE)
(B) The National HRD Network (NHRDN)
(C) The University Grants Commission (UGC)
(D) The Central Board of Secondary Education (CBSE)

99. The primary objective of the National HRD Network (NHRDN) is to:
(A) Formally enforce statutory labor laws and employment regulations across all public and private corporate sector organizations
(B) Conduct the annual national Civil Services Examination specifically for recruiting administrative personnel management officers
(C) Regulate and standardize tuition fee structures across private primary, secondary, and higher educational institutions nationwide
(D) Augment HR professional capability and propagate HRD concepts

100. Through which of the following mechanisms does the National HRD Network (NHRDN) primarily disseminate knowledge and promote HRD practices among institutional leaders and professionals?
(A) Organizing annual conferences, publishing journals, and hosting chapters
(B) Issuing legally binding government gazette notifications regarding compulsory administrative workplace standards across institutions
(C) Conducting mandatory statutory administrative and financial audits across all state and central government educational departments
(D) Directly financing and funding the capital physical infrastructure, land acquisition, and facility development of schools and colleges

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ANSWERS

1. (C) Providing continuous learning, skill enhancement, and capacity building for employees
Human Resource Development focuses primarily on the continuous growth, skill enhancement, and capacity building of human resources within an organization. Unlike traditional personnel administration, which deals with routine maintenance, compliance, and clerical record-keeping, developmental interventions empower employees by enhancing their knowledge, professional abilities, and operational competencies to meet future organizational challenges effectively.

2. (B) Leonard Nadler
The formal conceptualization of Human Resource Development as a distinct management field occurred in 1969 when Leonard Nadler presented his pioneering paper at the American Society for Training and Development conference. He defined human resource development as organized learning experiences provided by employers within a specified time frame to produce the possibility of performance improvement or personal growth.

3. (D) Processing the monthly salary bills of the teaching staff
Processing monthly salary bills represents a routine administrative function under general financial and personnel management rather than human resource development. Human resource development focuses on growth-oriented activities that enhance staff competencies and capacity, such as organized teacher training programmes, structured continuous performance feedback mechanisms, and structured mentoring initiatives designed to foster professional learning and instructional effectiveness.

4. (A) Treating employees as assets capable of continuous professional development
The human resource development approach fundamentally views employees as valuable organizational assets capable of infinite capacity expansion through targeted learning and continuous professional growth. Traditional administrative paradigms treat workers as operational costs or static administrative units, whereas human resource development seeks to optimize individual potential, foster proactive behavior, and enhance overall institutional effectiveness systematically.

5. (C) A continuous, proactive, and system-wide professional learning process
Human Resource Development is defined in organizational theory as an ongoing, proactive, and system-wide professional learning process. Rather than being a static, one-time orientation during initial induction or a reactive disciplinary tool, human resource development continuously nurtures employee capabilities, aligns personal goals with strategic goals, and creates a supportive environment for sustainable growth.

6. (C) The rapid industrial mobilization during World War II
The Training Within Industry programmes were established in the United States during World War II to rapidly boost industrial productivity and address acute skilled labor shortages. These structured instruction and supervisory development frameworks laid crucial methodological foundations for modern workplace learning and significantly influenced the historical evolution of human resource development as a systematic discipline.

7. (A) II, III, IV, I
The historical progression of employee development began with traditional apprenticeship schemes, followed by vocational education and factory schools established during industrialization. Later, human resource development was formalized as a strategic organizational discipline, which eventually paved the way for advanced corporate university models designed to deliver continuous, aligned professional learning and leadership training across institutions.

8. (B) Conduct a comprehensive training needs analysis and integrate learnings through peer mentoring
Addressing ineffective compliance-driven training requires conducting a systematic training needs

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analysis to identify genuine professional skill gaps. Integrating subsequent learning through peer mentoring and collaborative school-based feedback creates a localized framework that translates abstract workshop training into continuous pedagogical enhancement, thereby directly embodying modern human resource development principles within the institutional culture.

9. (C) A focus on isolated job instruction to holistic individual and organizational growth
The historical transition from traditional training management to human resource development represents a fundamental shift from isolated, task-based job instruction toward comprehensive individual and organizational growth. While traditional training addressed immediate operational needs, human resource development integrates continuous learning, career development, and organizational growth into a unified framework for long-term institutional effectiveness.

10. (A) Both A and R are true and R is the correct explanation of A
Early personnel management operated primarily as a reactive administrative function focused on maintaining service records, processing payroll, and enforcing legal compliance. Because these traditional activities prioritized routine operational support over strategic capacity building, the assertion correctly describes its historical nature, and the reason accurately explains why early personnel management retained this restrictive orientation.

11. (A) HRM focuses on maintenance and administration, while HRD is a subsystem focused on learning and growth
Human Resource Management functions as an overarching administrative system that manages employment conditions, staffing, compensation, and legal compliance. Human Resource Development acts as a dynamic subsystem within this framework, focusing specifically on continuous learning, performance enhancement, organizational growth, and employee capability building to ensure overall institutional effectiveness, sustained professional vitality, and long-term adaptability.

12. (B) Wage and salary administration
Wage and salary administration is an essential function of traditional human resource management, focusing on financial compensation, legal compliance, and transactional administrative records. Conversely, career planning, organization development, and potential appraisal represent core human resource development mechanisms designed to enhance professional capabilities, dynamic growth, and long-term organizational potential across institutional staff.

13. (B) Enhancing the institutional climate and staff competencies
While traditional human resource management achieves operational efficiency through proper recruitment, administrative staffing, and compensation structures, human resource development enhances institutional effectiveness by systematically developing staff competencies and cultivating a healthy organizational climate. This dual focus ensures that employees acquire advanced skills while working within a collaborative and supportive environment.

14. (D) I, II and III
Human resource management primarily handles routine administrative maintenance and relies on extrinsic motivators like salary, whereas human resource development focuses on continuous growth driven by intrinsic motivators like self-actualization. Additionally, human resource development depends actively on line managers across all operational levels, making all three comparative statements accurate and complete.

15. (C) HRM encourages high risk-taking and experimentation, while HRD enforces adherence to procedures
Human resource development actively encourages innovation, constructive experimentation, and psychological safety rather than enforcing rigid adherence to administrative procedures. By contrast, traditional management approaches prioritize procedural conformity and administrative control, while human resource development views employees as active partners capable of continuous improvement, strategic adaptation, and transformative professional growth.

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16. (D) An integrated system emphasizing interrelated mechanisms like training, appraisal, and OD
The structural framework of human resource development in modern organizations operates as an integrated system featuring interconnected developmental mechanisms. Subsystems such as performance counseling, continuous training, potential appraisal, and organization development work synergistically rather than as isolated administrative tasks, ensuring that employee capability building aligns systematically with broader organizational goals.

17. (C) A dynamic resource capable of continuous growth and organizational contribution
Under the human resource development paradigm, an employee is recognized as a dynamic resource possessing unlimited potential for personal growth and organizational contribution. This modern view contrasts sharply with traditional personnel approaches that view staff members as static administrative units, replaceable operational labor, or mere tools for executing pre-defined routine tasks.

18. (B) Viewing employment merely as a transactional contract
Traditional personnel management treats employment as a purely transactional contract governed by static administrative rules, financial compensation, and standardized duties. Modern human resource development explicitly rejects this narrow transactional view, substituting it with a developmental paradigm that emphasizes continuous learning, psychological growth, shared institutional vision, and proactive employee engagement across all levels.

19. (D) Personnel Management is an administrative staff function, whereas HRD is a shared responsibility of all managers
In traditional administrative frameworks, personnel management operates as a centralized staff function restricted to specialized administrative personnel. Conversely, human resource development operates as a shared responsibility across the entire organization, requiring all operational line managers and institutional leaders to actively foster continuous learning, capacity building, and professional growth among their team members.

20. (A) Delegate routine administrative tasks and establish regular developmental dialogues with teachers
Pivoting from administrative personnel management to a development-focused human resource development framework requires delegating routine clerical operations and initiating regular developmental dialogues with staff members. Engaging teachers in constructive feedback and collaborative growth planning shifts the institutional focus from bureaucratic compliance to continuous professional capacity building and enhanced workplace performance.

21. (C) McGregor's Theory X
McGregor's Theory X assumes that employees naturally dislike work, lack ambition, and require strict control, close supervision, and external administrative enforcement. This authoritarian viewpoint matches traditional personnel management's emphasis on control and compliance, whereas human resource development aligns with Theory Y, which highlights self-direction, intrinsic motivation, and potential growth.

22. (A) Organization Development (OD) interventions
Organization Development interventions represent an exclusive mechanism of human resource development aimed at improving overall system health, culture, and adaptability. Traditional personnel management focuses instead on administrative tasks such as maintaining attendance registers, managing grievance redressal procedures, and administering employee financial funds, without addressing systemic cultural transformation or institutional renewing capabilities.

23. (D) Enhancing an individual's current competencies while developing potential for future roles
The core objective of individual development in human resource development is to systematically enhance an employee's existing job competencies while cultivating latent potential for complex future responsibilities. This approach ensures that individuals continuously improve their current instructional performance while simultaneously building capabilities required for emerging career pathways and institutional leadership roles.

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24. (B) Career planning and development
Career planning and development serves as the specific human resource development tool designed to map an employee's future professional growth trajectory. By aligning individual career aspirations with organizational requirements, this mechanism helps employees identify required competencies, pursue targeted learning opportunities, and progress through structured administrative and professional pathways.

25. (A) Both A and R are true and R is the correct explanation of A
Aligning individual growth goals with broader organizational objectives ensures that newly acquired competencies directly enhance institutional effectiveness. Pursuing personal development in isolation leads to misaligned efforts and workplace frustration, making the assertion correct and establishing the reason as an accurate explanation of why alignment is essential for systematic development.

26. (D) Employees take the primary initiative in identifying their learning needs and goals
Self-directed learning rests on the principle that employees take primary ownership of their personal professional growth by identifying learning gaps, setting goals, and selecting appropriate developmental resources. Rather than relying solely on top-down administrative mandates, self-directed individuals actively seek knowledge and continuous skill enhancement to improve their performance.

27. (A) Empowering teachers with pedagogical autonomy and supporting continuous professional development
Principals foster individual teacher development by empowering educators with pedagogical autonomy and supporting continuous professional learning. Granting instructional freedom alongside targeted professional development encourages teachers to refine their classroom practices, experiment with innovative methodologies, and take active responsibility for their long-term professional growth and effectiveness.

28. (B) Enhancing overall institutional health, adaptability, and self-renewing capability
At the macro level, organization development within human resource development focuses on enhancing overall institutional health, adaptability, and self-renewing capacity. By improving organizational processes, communication channels, and cultural norms, organization development enables institutions to respond dynamically to changing external environments, policy shifts, and evolving educational mandates.

29. (B) High institutional adaptability to external educational changes and policy mandates
A strong indicator of successful organization development in an educational institution is high institutional adaptability to external changes and policy updates. When a school effectively integrates new pedagogical standards and policy mandates through flexible structural processes and collaborative culture, it demonstrates advanced organizational health and proactive self-renewal.

30. (A) I, II and IV
Effective organization development interventions foster mutual trust, facilitate cross-functional collaboration, enhance systemic problem-solving capacity, and build a shared institutional vision. While completely eliminating interpersonal conflict is unrealistic, building structural trust and shared purpose enables staff members to address conflicts constructively and focus on common organizational goals.

31. (C) Action research and behavioral science interventions
Organization development relies fundamentally on action research and behavioral science methodologies to facilitate planned organizational change. By combining empirical data collection, systematic problem diagnosis, collaborative feedback, and targeted behavioral interventions, organization development helps institutions identify internal operational challenges and implement sustainable structural and cultural solutions.

32. (D) Building a proactive climate valuing continuous learning and improvement
HRD drives organization development in educational institutions by establishing a proactive organizational climate that values continuous learning and systemic improvement. Fostering institutional trust, encouraging reflective practice, and facilitating open communication enable schools to adapt

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continuously to educational developments and improve overall institutional quality.

33. (C) Organizational development can be fully achieved without any focus on individual development
Organizational development cannot be achieved without focusing on individual development, making statements claiming complete independence incorrect. Because organizations consist of individuals, systemic growth and cultural transformation rely directly upon the developing capabilities, attitudes, and skills of the individual staff members who operate within that system.

34. (B) The combined effort of a well-functioning team exceeds the sum of individual contributions
The principle of synergy in team development dictates that the combined effectiveness and output of a cohesive group exceed the simple arithmetic sum of individual contributions. Through collaborative problem-solving, complementary skill deployment, and shared responsibility, high-performing teams achieve outcomes that individuals working in isolation cannot produce.

35. (D) Team development and cross-functional synergy
Establishing multidisciplinary subject-integration clusters directly targets the human resource development goal of team development and cross-functional synergy. Fostering collaborative lesson planning across distinct academic departments breaks down departmental silos, builds interdisciplinary teamwork, and enhances the overall collective pedagogical performance of the institutional teaching faculty.

36. (B) Storming
According to Bruce Tuckman's model of group development, interpersonal conflict and resistance to group influence reach their peak during the storming stage. During this critical phase, team members compete for status, express differing perspectives, and test boundaries, requiring targeted human resource development interventions to establish productive working norms.

37. (C) Organizing a joint action-research project for teachers to solve a localized issue
Organizing joint action-research projects to address localized educational challenges provides an effective framework for team development. Collaborative action research encourages teachers to share insights, analyze real classroom data together, and co-create practical solutions, thereby strengthening professional trust, communication, and collective problem-solving capacity within the institution.

38. (A) Role negotiation and team-building exercises
Inter-departmental friction and operational delays are best resolved through role negotiation and structured team-building exercises. These interventions help clarify mutual expectations, resolve overlapping responsibilities, eliminate interpersonal miscommunication, and foster collaborative working relationships among staff members, directly improving institutional efficiency and administrative harmony.

39. (D) Procurement and portal management
Procurement and portal management are standard logistical, material, and transactional administrative functions rather than human resource development mechanisms. Core human resource development mechanisms center specifically on human capability building, including comprehensive performance appraisals, potential evaluations for future leadership, structured continuous training, career planning, and targeted organization development interventions.

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40. (A) Both A and R are true and R is the correct explanation of A
Potential appraisal is distinct from performance appraisal because it evaluates an employee's latent capability to perform higher-level responsibilities in the future, whereas performance appraisal measures past performance in the current role. The assertion accurately identifies this distinction, and the reason provides the correct underlying theoretical explanation.

41. (C) Mentoring
Mentoring is an essential human resource development mechanism where an experienced senior colleague guides, counsels, and supports the career progression and personal development of a less experienced employee. Through continuous developmental dialogues, constructive feedback,

80. (D) Enables teachers to systematically investigate and solve problems in their own classrooms
Action research serves as an effective human resource development tool because it enables teachers to systematically investigate, reflect upon, and resolve practical challenges within their own classrooms. Engaging in self-directed enquiry helps educators refine pedagogical methods, adapt to student needs, and drive continuous professional self-improvement.

81. (C) 50 hours
In accordance with the National Education Policy 2020 guidelines, every teacher and school leader is expected to participate in at least 50 hours of Continuous Professional Development annually. This mandatory commitment ensures ongoing pedagogical updating, continuous capacity building, and sustained instructional quality across all educational levels.

82. (B) Coaching focuses on short-term skill improvement, while mentoring is broader and long-term
Coaching differs from mentoring in that coaching targets short-term skill enhancement and specific performance goals through structured instruction, whereas mentoring involves a broader, long-term developmental relationship focused on holistic career growth, psychosocial support, and strategic personal guidance over an extended period.

83. (D) HRD ensures teacher effectiveness by instilling a climate of fear and surveillance
Attempting to drive teacher effectiveness through fear, punitive surveillance, and authoritarian pressure contradicts fundamental human resource development principles. Effective HRD relies on psychological safety, mutual trust, continuous feedback, and supportive capacity building, making option D an incorrect representation of HRD methodologies.

84. (A) Fostering a non-judgmental environment for mutual pedagogical feedback
Peer observation contributes to teacher development when conducted in a non-judgmental environment dedicated to constructive feedback and mutual learning. Observing colleagues' teaching methods encourages reflective practice, facilitates the exchange of successful pedagogical techniques, and builds a collaborative professional learning community among faculty members.

85. (A) Both A and R are true and R is the correct explanation of A
Modern HRD practices face implementation challenges in traditional public institutions due to rigid hierarchical structures that prioritize rule compliance and standardized vertical control over creative collaboration. The assertion accurately highlights this institutional barrier, and the reason provides the precise underlying bureaucratic rationale.

86. (A) Budgetary constraints and lack of dedicated financial allocation for continuous capacity building
A major systemic challenge in executing human resource development within public sector educational institutions is severe budgetary constraints and the lack of dedicated financial allocations for continuous capacity building. Insufficient funding restricts access to high-quality training materials, expert facilitators, and modern instructional technology resources.

87. (D) The long-term institutionalization of OD initiatives and cultural change
Frequent and unpredictable transfers of school leaders and senior teaching staff disrupt the long-term institutionalization of organization development initiatives and cultural change. Building sustainable collaborative cultures and deep structural trust requires continuous leadership continuity, which is fragmented when key personnel are repeatedly reassigned.

88. (B) Attitudinal resistance to change and technological inertia
Resistance from experienced staff who view new technological tools as unnecessary burdens illustrates attitudinal resistance to change and technological inertia. Overcoming this common implementation challenge requires human resource development strategies that build user confidence, demonstrate clear instructional value, and provide supportive, non-threatening learning environments.

89. (C) Attending training without intention to learn, viewing it merely as a routine break
The "training as a paid holiday" syndrome refers to the passive attitude of attending professional development programs merely as an administrative routine or temporary break from standard operational duties, without genuine intent to acquire new competencies or

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51. (D) Openness
In the OCTAPACE profile developed by Udai Pareek to measure organizational HRD climate, the letter 'O' stands for Openness. Openness signifies an environment where employees feel free to share ideas, express thoughts, offer feedback, and discuss operational challenges transparently without fear of administrative reprisal or judgment.

52. (A) Congruence between what organizational members say and what they do
Within the OCTAPACE framework, Authenticity represents complete congruence between what organizational members say and what they actually do. It reflects personal integrity, unmasked communication, and behavioral consistency across management levels, which builds mutual trust and reduces interpersonal deception within the institutional workplace culture.

53. (C) Information is hoarded by the top administration and used as an instrument of power
Information hoarding by top administration used as an instrument of control indicates a poor human resource development climate. Restricted communication channels, lack of administrative transparency, and authoritarian power dynamics generate distrust, inhibit collaborative problem-solving, and stifle employee initiative and continuous professional learning across departments.

54. (A) Facing problems and issues squarely rather than avoiding them
In the context of the OCTAPACE framework, Confrontation is defined positively as facing operational problems and interpersonal issues directly rather than avoiding them. Constructively confronting challenges enables staff members to diagnose root causes, negotiate solutions openly, and prevent minor workplace difficulties from escalating into chronic institutional bottlenecks.

55. (A) Both A and R are true and R is the correct explanation of A
A supportive and open human resource development climate mitigates teacher burnout by fostering psychological safety, professional autonomy, and mutual trust. These organizational factors buffer staff against occupational stress, validating the assertion and establishing that the provided reason accurately explains the protective mechanism of a healthy workplace climate.

56. (B) Administering standardized HRD climate questionnaires to all staff members
The standard empirical method for measuring the existing HRD climate in an educational institution involves administering validated standardized climate questionnaires to staff. These instruments assess key cultural dimensions such as trust, openness, proactivity, and collaboration, yielding actionable diagnostic data to guide targeted institutional development initiatives.

57. (C) Serving as a proactive sponsor, facilitator, and role model for continuous learning
The primary role of the Head of Institution in promoting human resource development is serving as a proactive sponsor, facilitator, and visible role model for continuous learning. Leaders who actively encourage capacity building, model growth mindsets, and support developmental initiatives create an environment conducive to ongoing staff improvement.

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58. (D) Allocating adequate resources, time, and budgetary support for staff development
Top management demonstrates genuine commitment to human resource development by allocating adequate budgetary resources, dedicated time, and physical infrastructure for continuous staff development. Practical resource provision ensures that capacity-building initiatives are sustained, accessible, and integrated into the regular operational schedule of the institution.

59. (A) Employees feel safe to express ideas and admit mistakes without fear
Psychological safety in the workplace means creating an environment where employees feel safe to express creative ideas, ask questions, and admit mistakes without fearing negative consequences or humiliation. This open atmosphere encourages reflective practice, pedagogical experimentation, and continuous learning among staff members across all institutional levels.

60. (B) I, III and IV
Positive top management involvement in human resource development includes integrating developmental goals into institutional planning,

recognizing innovative teaching, and offering constructive developmental counseling. Arbitrary staff rotation against aptitude disrupts employee morale and productivity, making option B the correct combination of positive leadership practices.

61. (B) Micro-managing pedagogical decisions, stripping teachers of autonomy
Micro-managing pedagogical decisions and stripping teachers of instructional autonomy directly counteracts human resource development goals. Excessive supervisory control stifles creative problem-solving, undermines teacher confidence, increases workplace stress, and prevents educators from developing adaptive teaching strategies tailored to their students' dynamic learning needs.

62. (A) Identifying knowledge, skills, and attributes required for a role
Competency mapping is the systematic process of identifying and defining the precise knowledge, technical skills, behavioral attributes, and operational capabilities required to perform a specific organizational role effectively. This process establishes clear benchmarks for recruitment, performance evaluation, targeted training, and career progression planning.

63. (C) Knowledge, Skills, and Attributes/Attitudes
In competency modeling frameworks, the abbreviation KSA stands for Knowledge, Skills, and Attributes/Attitudes. Knowledge covers theoretical understanding, Skills represent practical abilities, and Attributes or Attitudes encompass behavioral characteristics and personal qualities necessary for successful role execution within an organization.

64. (D) Competency mapping and gap analysis
Assessing current teacher proficiency against benchmark standards before implementing digital pedagogy represents competency mapping and gap analysis. This diagnostic exercise identifies specific skill deficiencies, allowing management to design targeted capacity-building programs that efficiently bridge identified competency gaps and support effective digital integration.

65. (C) Competency Mapping
Defining explicit behavioral and technical requirements for key roles and matching them with employee strengths illustrates the application of competency mapping. By aligning individual capabilities with specific position requirements, institutional leaders optimize task placement, enhance operational performance, and support systematic succession planning across the organization.

66. (A) II, I, IV, III
The logical sequence for competency mapping begins with identifying key positions, followed by developing a detailed competency dictionary for those roles. Organizations then evaluate individual employees against required competencies to detect gaps, and finally design targeted developmental interventions to bridge those identified capability shortfalls.

67. (D) Translate abstract competencies into observable and measurable actions
Behavioral indicators are critical components of a competency framework because they translate abstract capability concepts into observable, measurable actions. Defining clear behavioral indicators enables evaluators to objectively assess employee performance, identify precise learning needs, and provide constructive developmental feedback based on concrete workplace behaviors.

68. (A) Planned, system-wide efforts managed from the top to increase organizational health
Organization development represents a planned, system-wide effort managed from top leadership to increase overall institutional health, effectiveness, and adaptability through behavioral science interventions. Unlike routine facility maintenance or transactional administration, organization development targets macro-level systemic processes, workplace culture, and long-term organizational renewal capabilities.

69. (C) Unfreeze, Change, Refreeze
Kurt Lewin's classic model of change management outlines three sequential stages: Unfreeze, Change, and Refreeze. Unfreezing prepares the organization by breaking existing mindsets, Change introduces new behaviors and structural processes, and Refreezing institutionalizes these adopted modifications to sustain long-term organizational transformation.

70. (A) Both A and R are true and R is the correct explanation of A
Organization development interventions in traditional public sector educational institutions

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frequently encounter initial resistance because bureaucratic inertia and established comfort zones lead employees to prefer status quo stability. The assertion correctly identifies this operational challenge, and the reason accurately explains the psychological and structural drivers behind resistance.

71. (D) HRD focuses on micro-level development of individuals, whereas OD targets macro-level systemic culture
A fundamental conceptual distinction between HRD and OD is that HRD focuses primarily on the micro-level development of individual competencies and skills, whereas OD targets macro-level systemic culture, organizational structures, and continuous renewal processes to enhance overall institutional capability, long-term effectiveness, and dynamic adaptability.

72. (B) Using Survey Feedback to analyze climate and plan strategies
Utilizing Survey Feedback to analyze organizational climate and formulate action plans is a classic organization development intervention. Collecting systematic diagnostic data from employees and feeding it back to working groups enables collaborative problem identification, improves structural communication, and drives continuous system-wide cultural improvement.

73. (C) A facilitator helping group members understand dynamics to solve problems
Process consultation in organization development involves a trained facilitator helping group members observe, understand, and analyze internal group dynamics and operational processes. Rather than imposing pre-packaged solutions, the consultant empowers group members to diagnose workplace challenges collectively and develop sustainable internal problem-solving capabilities.

74. (D) Individual, Team, and Organizational
HRD interventions are standardly categorized according to their target organizational operating level: Individual, Team, and Organizational. Individual interventions build personal skills, Team interventions enhance interpersonal group collaboration, and Organizational interventions modify macro-level structural culture and systemic operational processes across the entire institutional system.

75. (A) The individual level
Executive coaching, mentoring, and job rotation represent human resource development interventions targeted primarily at the individual level. These customized strategies focus directly on enhancing personal leadership capabilities, technical skills, career growth, and role adaptability for specific staff members across the organization.

76. (B) Team Building — Interpersonal / Group level
Team Building is correctly categorized as an interpersonal or group-level intervention designed to improve collaboration, communication, and shared problem-solving among team members. By contrast, T-group training operates at interpersonal levels, career planning focuses on individuals, and structural redesign operates at macro-organizational levels.

77. (B) Enhancing self-awareness and understanding of how one's behaviour affects others
Sensitivity Training, or T-group training, is an intensive behavioral intervention designed to enhance self-awareness and deepen understanding of how one's actions impact others. Through unstructured group interactions, participants gain insights into interpersonal dynamics, refine communication skills, and develop greater empathy within professional settings.

78. (A) Job Enlargement and Job Rotation
Reassigning experienced teachers to co-teach higher-level classes and lead extracurricular clubs represents job enlargement and job rotation. Broadening work variety and introducing novel instructional challenges combats career stagnation, revitalizes professional interest, and expands overall teaching competencies without requiring structural administrative promotions.

79. (C) Self-efficacy, pedagogical skills, and subject matter knowledge
HRD interventions directly enhance teacher effectiveness by building self-efficacy, expanding pedagogical skill sets, and updating subject matter knowledge. Improving these core teaching competencies enables educators to design engaging instructional activities, manage classrooms effectively, adapt to diverse learning styles, and foster higher student academic achievement.

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the sports field
(B) An external HR expert interviewing supervisors and reviewing employee records to evaluate performance
(C) Teachers formally evaluating administrative staff based on their conduct during outdoor field trips
(D) Students systematically assessing the Principal's administrative presence during field activities

8. A newly appointed Principal in a school decides to evaluate all 40 teachers by strictly ranking them from 1 (Best) to 40 (Worst) overall, without specifying any particular criteria. Which of the following is the most significant disadvantage of this approach in a school setting?
(A) It completely eliminates the central tendency rating error from the overall evaluation process
(B) It takes an excessively long time to compute compared to using the paired comparison method
(C) It fails to provide specific developmental feedback on individual teaching competencies
(D) It strictly requires the use of specialized statistical software for processing final results

9. In a 360-degree performance appraisal system for a school teacher, which of the following groups typically acts as evaluators?
(A) Exclusively the Principal, Vice-Principal, and senior administrative officers of the school
(B) Only external panel inspectors appointed directly by the regional education authority
(C) Exclusively the elected parent and community members of the School Management Committee
(D) The teacher's self-appraisal, peers, students, Head of School, and sometimes parents

10. Consider the following statements regarding the 360-degree appraisal method:
I. It provides a more comprehensive view of an employee's performance than single-source appraisals.
II. It is immune to personal biases and interpersonal conflicts.
III. It requires a culture of trust and openness to be effectively implemented.
IV. It often generates conflicting feedback from different stakeholder groups.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

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11. One of the primary prerequisites for the successful implementation of 360-degree feedback in an educational institution is:
(A) Linking the feedback directly to immediate termination of low-performing staff
(B) Ensuring absolute anonymity of the raters to encourage honest feedback
(C) Making all feedback publicly available to the entire staff
(D) Limiting the feedback exclusively to quantitative numerical ratings without qualitative comments

12. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The 360-degree appraisal method is widely used for determining annual pay increments and promotions in government schools.
Reason (R): The primary objective of 360-degree feedback is developmental, helping individuals understand how their behaviour is perceived by others around them.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

13. While implementing a 360-degree appraisal system, what is a potential risk known as "rater fatigue"?
(A) Evaluators giving careless ratings due to completing numerous lengthy evaluation forms
(B) Evaluators experiencing severe physical exhaustion from conducting multiple classroom observations
(C) The evaluated employee completely ignoring feedback because of receiving excessive information
(D) The administrative HR department failing to properly compile and analyze rating data on time

apply learned pedagogical concepts to classroom instruction.

90. (A) I, II and IV
HRD directly improves educational quality by updating pedagogical approaches, fostering student-centric school environments, and developing effective institutional leadership. While textbook procurement represents routine logistical administration, capacity-building interventions directly enhance instructional delivery and student learning outcomes across schools, validating option A.

91. (A) Quality depends on continuous enhancement of human capital delivering educational services
Educational quality assurance is intrinsically linked to HRD because systemic quality depends on continuously developing the human capital responsible for delivering educational services. Investing in teachers' pedagogical competencies, leadership capacity, and professional well-being directly enhances instructional standards and overall student achievement across institutions.

92. (B) Continuous, incremental improvement in teaching-learning processes involving all stakeholders
Integrating Total Quality Management with HRD focuses institutional efforts on continuous, incremental improvement of teaching and learning processes with active participation from all stakeholders. This collaborative approach prioritizes process enhancement, shared accountability, and reflective practice over rigid administrative inspections or divisive internal competition.

93. (B) Improved student learning outcomes and enhanced engagement
The ultimate indicator of effective HRD in educational settings is demonstrably improved student learning outcomes and heightened classroom engagement. Enhancing teacher competencies, school climate, and instructional leadership directly manifests in enriched student learning experiences, active participation, and superior academic achievement.

94. (A) The procedural routine of awarding building maintenance contracts
Awarding building maintenance contracts represents routine logistical and facility administration without any direct connection to human resource development. By contrast, teacher sensitization regarding neurodiversity, developing emotional intelligence in school leadership, and enhancing action-research capabilities directly embody core HRD interventions that elevate educational quality.

95. (C) Training teachers to design instruction backward from desired student competencies
HRD facilitates the shift toward outcome-based education by training teachers to design instructional plans backward from desired student competencies and learning outcomes. Equipping educators with constructivist alignment techniques ensures that classroom activities, instructional strategies, and assessment mechanisms focus directly on achieving measurable student mastery.

96. (D) A national apex body of professionals committed to promoting HRD
The National HRD Network is the premier national apex body of human resource management professionals in India, established as a non-profit professional society committed to promoting HRD concepts, fostering professional capability, and advancing human resource practices across industrial, commercial, and educational sectors nationwide.

97. (C) Udai Pareek and T.V. Rao
The genesis of the HRD movement and the founding of the National HRD Network in India are closely associated with the pioneering contributions of Udai Pareek and T.V. Rao. Their foundational research, theoretical frameworks, and institutional designs established human resource development as a systematic academic discipline and professional management practice in India.

98. (B) The National HRD Network (NHRDN)
An institutional leader seeking standardized frameworks, professional training workshops, and expert guidance for implementing modern performance feedback mechanisms would connect with the National HRD Network. As a dedicated professional body, NHRDN provides expertise, research networks, and developmental platforms to enhance organizational leadership and human resource capability.

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and psychosocial support, mentoring accelerates professional integration and skill acquisition.

42. (D) Developmental Performance Counseling
Developmental performance counseling serves as an integral human resource development tool aimed at identifying employee strengths and operational growth areas in a supportive, non-punitive environment. Unlike formal disciplinary warnings or increment withholdings, performance counseling provides reflective guidance, helping employees improve their performance and professional capability continuously.

43. (A) III, I, IV, II
Executing a training and development program follows a systematic four-step sequence: conducting a thorough training needs analysis first, designing the instructional curriculum second, delivering the training program third, and evaluating training outcomes and skill transfer last. This structured process ensures targeted learning and effective institutional capacity building.

44. (B) Voluntary employee groups meeting regularly to solve work-related problems
Quality Circles are small, voluntary groups of employees from the same work area who meet regularly to identify, analyze, and solve operational work-related problems. As a mechanism for human resource development, Quality Circles empower staff, encourage participatory decision-making, promote team problem-solving, and foster continuous institutional quality improvement.

45. (C) I and III only
Under the National Education Policy 2020 framework, human resource development prioritizes continuous professional development mandates for teachers while creating supportive ecosystems for peer learning. Reverting strictly to administrative compliance contradicts modern educational goals, making only the first and third statements correct representations of educational HRD objectives.

46. (A) The entire workforce, including teaching, administrative, and leadership staff
Human resource development interventions in educational settings must target the entire organizational workforce, including classroom teachers, administrative staff, non-teaching support personnel, and institutional leaders. Comprehensive coverage ensures that all operational units develop synchronized capabilities, fostering holistic institutional growth, strategic alignment, and overall administrative efficiency.

47. (C) Contextualized, school-based continuous professional development (CPD)
Modern educational HRD emphasizes contextualized, school-based continuous professional development over generic, standardized training programs. Tailoring learning opportunities to local classroom realities, specific student demographics, and localized institutional needs ensures that pedagogical training translates directly into improved classroom practices and student learning outcomes.

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48. (D) Organize a customized workshop led by a special educator with classroom feedback
When generic training fails to address specific classroom challenges, organizing a customized workshop led by a special educator with direct classroom feedback provides an effective localized HRD solution. Practical demonstration, contextualized guidance, and active feedback enable teachers to implement inclusive pedagogical practices successfully within their specific classroom environments.

49. (C) Authoritarian Leadership
Peter Senge's framework for learning organizations identifies five essential disciplines: Systems Thinking, Personal Mastery, Mental Models, Building Shared Vision, and Team Learning. Authoritarian leadership is fundamentally incompatible with this model, as learning organizations rely on collaborative inquiry, shared vision, and continuous collective growth across all administrative levels.

50. (B) Establishing cluster-level professional learning communities for problem-solving
Establishing cluster-level professional learning communities represents a best practice for maximizing human resource development among teachers. These communities enable educators to engage in collaborative problem-solving, share successful instructional strategies, analyze classroom data together, and continuously refine pedagogical practices within a supportive professional network.

CHAPTER 07

Performance Appraisal, Potential Appraisal, Feedback, and Counseling

1. Which of the following best defines the primary purpose of a performance appraisal system in an educational institution?
(A) To strictly monitor the daily arrival and departure times of teachers
(B) To systematically evaluate the performance and potential of employees to facilitate their professional development and organizational goals
(C) To determine the financial viability of the school's annual budget
(D) To evaluate student academic achievement across different subjects

2. Consider the following statements regarding the objectives of performance appraisal:
I. It provides a basis for decisions related to promotions and transfers.
II. It helps in identifying the training and development needs of the staff.
III. It serves as a tool to bypass formal disciplinary proceedings for major misconduct.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

3. Performance appraisals can be classified into formative and summative uses. Which of the following is an example of a summative use of performance appraisal in a school context?
(A) Deciding on the confirmation of a probationary teacher
(B) Providing constructive feedback on classroom management techniques
(C) Suggesting specific professional development workshops
(D) Mentoring a teacher for improved student engagement

4. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Performance appraisal is primarily a retrospective exercise that only focuses on identifying the past mistakes of an employee.
Reason (R): Modern performance appraisal systems emphasize continuous feedback, future goal-setting, and employee development.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

5. Which of the following is considered a traditional method of performance appraisal?
(A) Graphic Rating Scale
(B) 360-degree Feedback
(C) Management by Objectives (MBO)
(D) Behaviorally Anchored Rating Scales (BARS)

6. Identify the incorrect pair regarding traditional performance appraisal methods:
(A) Ranking Method – Evaluator ranks employees from best to worst on a specific trait or overall contribution to the organization
(B) Forced Distribution – Evaluator assigns a predetermined percentage of employees to various performance categories across a curve
(C) Paired Comparison – Evaluator systematically compares every single employee with every other employee in sequential pairs
(D) Assessment Centre – Evaluator relies solely on the annual confidential report submitted by the immediate supervisor

7. In the context of performance evaluation, the "Field Review" method involves:
(A) The Principal observing and evaluating physical education teachers directly while on

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99. (D) Augment HR professional capability and propagate HRD concepts
The central objective of the National HRD Network is to augment human resource professional capabilities and propagate modern developmental concepts across organizations. Through knowledge sharing, research dissemination, and professional networking, NHRDN promotes systematic human resource practices that foster continuous individual and institutional growth nationwide.

100. (A) Organizing annual conferences, publishing journals, and hosting chapters
The National HRD Network disseminates knowledge and promotes human resource development practices primarily by organizing annual national conferences, publishing specialized professional journals, hosting local chapter activities, and conducting targeted skill workshops. These forums enable professionals and organizational leaders to exchange best practices and refine continuous learning strategies.

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14. The concept of Management by Objectives (MBO), often adapted for performance appraisal, was popularized by:
(A) Frederick Taylor
(B) Elton Mayo
(C) Peter Drucker
(D) Douglas McGregor

15. Arrange the following steps of an MBO-based performance appraisal process in the correct chronological order:
I. Jointly setting specific goals for the appraisal period
II. Periodic review of progress towards goals
III. Setting organizational objectives
IV. Final performance evaluation based on goal achievement
Which of the following is the correct sequence?
(A) III, I, II, IV
(B) I, III, II, IV
(C) III, II, I, IV
(D) I, II, IV, III

16. A Principal and a Post Graduate Teacher (PGT) jointly set a goal at the beginning of the academic year: "Ensure a 10% improvement in the average class score in the Board Examination compared to the previous year." At the end of the year, the teacher's evaluation is based primarily on whether this target was met. This scenario illustrates which appraisal method?
(A) Behaviorally Anchored Rating Scales
(B) Checklist Method
(C) Management by Objectives (MBO)
(D) Critical Incident Method

17. Which of the following is a recognized limitation of using the Management by Objectives (MBO) method for performance appraisal?
(A) It strongly encourages autocratic and centralized decision-making processes by the Head of School
(B) It often focuses on short-term measurable goals over qualitative, long-term development
(C) It prevents employees from clearly understanding what is expected of them in their work roles
(D) It relies entirely on evaluating an employee's personality traits rather than actual outcomes

18. Which principle of goal-setting is central to the success of an MBO-based appraisal system?
(A) Goals must be ambiguous to allow flexibility
(B) Goals should be established solely by the top management and imposed on subordinates
(C) Goals should be qualitative and avoid numerical targets to reduce stress
(D) Goals must be SMART (Specific, Measurable, Achievable, Relevant, Time-bound)

19. Behaviorally Anchored Rating Scales (BARS) combine the features of which two appraisal methods?
(A) Critical Incidents and Graphic Rating Scale
(B) Forced Distribution Method and Graphic Rating Scale
(C) Management by Objectives and Paired Comparison Method
(D) 360-degree Feedback System and Checklist Evaluation

20. Consider the following statements regarding the development of Behaviorally Anchored Rating Scales (BARS):
I. It involves generating critical incidents of effective and ineffective behaviour.
II. It requires scaling these incidents along a numerical rating continuum.
III. It is a quick, inexpensive, and easily developed method for any organization.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

21. What is the primary advantage of using Behaviorally Anchored Rating Scales (BARS) over traditional Graphic Rating Scales?
(A) BARS use behavioral anchors to minimize rater subjectivity and ambiguity
(B) BARS require significantly less administrative time and technical expertise to develop
(C) BARS completely eliminate the need for evaluators to observe actual employee behavior
(D) BARS are universally applicable across all distinct organizational job types without revision

22. In a BARS evaluation for a teacher, an anchor for a rating of 5 (Outstanding) on "Classroom Management" would most likely read:
(A) "The teacher consistently demonstrates exceptional skills in maintaining daily classroom management."

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73. In public educational administration, the traditional Annual Confidential Report (ACR) system was largely replaced/modified by the introduction of the:
(A) Service Book Confidentiality Protocol (SBCP)
(B) Continuous and Comprehensive Evaluation (CCE)
(C) Head of School Inspection Log (HSIL)
(D) Annual Performance Appraisal Report (APAR)

74. The shift from the traditional ACR to the modern APAR system marked a conceptual shift from:
(A) A secretive fault-finding process to an open developmental one
(B) An open developmental mechanism to a secretive fault-finding regulatory framework
(C) A purely objective quantitative framework to a subjective qualitative assessment
(D) A continuous operational evaluation to a single once-in-a-career rating exercise

75. Consider the following statements regarding the APAR framework in government service:
I. The employee is provided with a copy of their completed APAR.
II. The employee has the right to make a representation against adverse remarks entered in their APAR.
III. The APAR process completely eliminates the role of a Reviewing Officer.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

76. In the administrative hierarchy for writing an APAR, arrange the designated authorities in the correct sequential order of their involvement:
I. Accepting Authority
II. Reporting Officer
III. Employee (Self-Appraisal)
IV. Reviewing Officer
Which of the following is the correct sequence?
(A) III, II, IV, I
(B) II, III, IV, I
(C) III, IV, II, I
(D) II, IV, I, III

77. The role of the "Reporting Officer" in the APAR of a TGT/PGT in a school system is typically fulfilled by:
(A) The Head of School / Principal
(B) The Deputy Director of Education (Zone)
(C) The Education Minister
(D) The Director of Education

78. If an employee wishes to represent against adverse remarks or lower grading in their APAR, within how many days of receipt of the APAR must the representation generally be submitted?
(A) 5 days
(B) 15 days
(C) 30 days
(D) 90 days

79. The primary purpose of including a "Self-Appraisal" section in the APAR is to:
(A) Allow the employee to independently assign their own final grade and directly dictate promotion outcomes
(B) Save the reporting officer significant time by delegating the entire evaluation task to the employee
(C) Satisfy an outdated, purely formalistic colonial bureaucratic requirement with no practical utility
(D) Allow employees to highlight achievements and constraints prior to evaluation

80. A potential risk associated with self-appraisal is the tendency of individuals with low ability to overestimate their competence. In psychology and organizational behaviour, this cognitive bias is known as:
(A) The Pygmalion Expectation Effect
(B) The Observer Hawthorne Effect
(C) The Dunning-Kruger Effect
(D) The Psychological Placebo Effect

81. A teacher submits a highly inflated self-appraisal claiming extraordinary achievements that are not supported by facts. As a Principal (Reporting Officer), what is the most appropriate administrative action?
(A) Secretly modify or alter statements within the self-appraisal section prior to signing off on the document
(B) Provide a factual assessment in the reporting section, documenting actual performance
(C) Completely reject the submitted APAR document and officially refuse to write any appraisal report for the employee

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competent.

Which of the statements given above are correct?

(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

31. What is the most significant limitation of the Simple Ranking method when assessing a large staff?

(A) It forces evaluators to provide extensive written qualitative feedback for every assigned rank
(B) It inevitably tends to rate all employees as completely average regardless of performance
(C) It requires an excessively large financial expenditure and computing software to calculate
(D) It incorrectly assumes equal performance differences between consecutive ranks

32. In which performance appraisal method does the manager maintain a continuous log of specific examples of an employee's exceptionally good or poor behaviour?

(A) Standardized Checklist Method
(B) Comprehensive Assessment Centre
(C) Critical Incident Method
(D) Behavior Graphic Rating Scale

33. Which of the following represents a major advantage of the Critical Incident Method?

(A) It is based entirely on strictly objective, quantifiable numerical output metrics
(B) It provides factual behavioral examples to support ratings and feedback
(C) It eliminates the necessity for the Principal to engage in direct interaction with teachers
(D) It completely and permanently eliminates all subjective bias from the evaluator's ratings

34. A Vice-Principal observes a teacher expertly de-escalating a fight between two students and immediately records the date, situation, teacher's action, and outcome in a logbook. Six months later, this note is used during the teacher's annual appraisal. The Vice-Principal is applying the:

(A) Forced Choice Checklist Method
(B) Management by Objectives (MBO) Technique
(C) 360-Degree Feedback System
(D) Critical Incident Method

35. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): The Critical Incident Method reduces the recency error in performance appraisal.

Reason (R): By continuously logging significant behaviours throughout the year, the appraiser is less likely to base the evaluation solely on the employee's behaviour during the weeks immediately preceding the appraisal.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. In a Weighted Checklist method of performance appraisal, who typically assigns the weights to the different descriptive statements regarding employee behaviour?

(A) The immediate supervisor responsible for directly evaluating the employee's performance
(B) The individual employee who is currently undergoing the performance appraisal process
(C) A committee of HR experts or higher management
(D) The external organizational audit committee appointed by administrative leadership

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37. The Forced-Choice method of performance appraisal was specifically designed to reduce which of the following evaluator tendencies?

(A) Conscious rater bias and leniency or strictness tendencies
(B) Excessive operational over-reliance on quantitative numerical data
(C) The total administrative time required to properly conduct an appraisal
(D) The high financial cost involved in designing and printing appraisal forms

38. Consider the following statements regarding the Forced-Choice rating method:

I. The rater is presented with blocks of statements and must choose which statement is most or least descriptive of the employee.
II. The rater usually does not know the exact scoring weight of the statements they are choosing.
III. It tends to frustrate raters because they

cannot easily ensure a high score for their favoured subordinates.

Which of the statements given above is/are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

39. Which of the following is an example of a Forced-Choice appraisal item?

(A) Evaluate and rate the teacher's overall workplace punctuality and attendance using a standardized numerical scale from 1 to 5.
(B) Select the statement that best describes the teacher: remains calm under pressure, or completes tasks accurately.
(C) Check either "Yes" or "No" to indicate whether the teacher consistently submits their required weekly lesson plans on time.
(D) Write a detailed narrative paragraph explicitly describing and evaluating the primary professional strengths of the teacher.

40. When an evaluator rates an employee poorly on all dimensions because of a negative perception regarding one single prominent trait, this cognitive bias is known as the:

(A) Halo Effect
(B) Recency Effect
(C) Horn Effect
(D) Spillover Effect

41. The "Central Tendency" error in performance appraisal occurs when a rater:

(A) Consistently and systematically gives unusually high ratings across all evaluated employees
(B) Consistently and systematically gives unusually low ratings across all evaluated employees
(C) Evaluates employees based solely on performance demonstrated during the middle of the academic year
(D) Avoids extreme ratings and clusters most employees in the "average" category

42. A Principal who wants to be popular among the staff and avoid any conflict or grievances is most likely to commit which appraisal error?

(A) Leniency Error
(B) Strictness Error
(C) Contrast Error
(D) Primacy Error

43. When a mediocre teacher is rated exceptionally high simply because they were evaluated immediately after a very poorly performing teacher, the rater has committed the:

(A) Halo Effect
(B) Contrast Error
(C) Leniency Error
(D) Central Tendency Error

44. A Head of School evaluates a teacher in March. Although the teacher performed excellently from April to December, their performance dropped significantly in January and February due to personal issues. The HOS gives the teacher a "Poor" overall annual rating. Which common appraisal error has the HOS primarily committed?

(A) Strictness Error
(B) Recency Error
(C) Spillover Effect
(D) Projection Error

45. Which of the following strategies is most effective in minimizing rater biases such as the Halo effect and Central Tendency in performance appraisals?

(A) Training raters to recognize common errors and avoid bias
(B) Eliminating the administrative performance appraisal process entirely across the school system
(C) Allowing individual employees to conduct self-evaluations exclusively without supervisory input
(D) Utilizing open-ended essay appraisals that lack formal standardized evaluation criteria

46. What is the primary focus of a "Potential Appraisal"?

(A) Evaluating and documenting an employee's historical achievements within their current operational role
(B) Calculating the precise annual monetary performance bonus an employee is entitled to receive
(C) Assessing latent abilities and capacity for higher future responsibilities
(D) Formally recording and tracking all major administrative disciplinary infractions over the past academic year

47. Consider the following indicators that are often evaluated during a potential appraisal:

I. Problem-solving and analytical ability
II. Leadership and team-building skills

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III. Ability to handle stress and ambiguity
IV. Number of casual leaves taken in the past month

Which of the above are valid indicators for assessing an employee's future potential?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

48. Potential appraisal is most intrinsically linked to which of the following HR management functions in a school system?
(A) Monthly payroll and salary processing
(B) Handling routine employee grievances
(C) Succession planning and career development
(D) Academic timetable construction and scheduling

49. Which of the following techniques is NOT typically used for potential appraisal?
(A) Assessment Centres
(B) Piece-rate output measurement
(C) Psychological Tests
(D) Management Games and Role Plays

50. The fundamental difference between performance appraisal and potential appraisal is that:
(A) Performance appraisal focuses strictly on setting future goals, whereas potential appraisal focuses only on identifying past errors.
(B) Performance appraisal relies on subjective qualitative observations, whereas potential appraisal uses strictly quantitative metrics.
(C) Performance appraisal is conducted exclusively by peer colleagues, whereas potential appraisal is conducted directly by students.
(D) Performance appraisal evaluates current job work; potential appraisal assesses capacity for higher roles.

51. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): An employee who receives the highest rating in their performance appraisal is guaranteed to score highly in their potential appraisal for a managerial role.
Reason (R): The skills required to excel in a current operational role (e.g., teaching) are completely identical to the skills required for a higher leadership role (e.g., Principal).
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

52. Which management concept warns that organizations often promote employees based on their performance in their current role until they reach a position where they are no longer competent?
(A) The Hawthorne Effect
(B) Parkinson's Law
(C) The Peter Principle
(D) The Pareto Principle

53. An Assessment Centre, used for potential appraisal, typically utilizes:
(A) Simulations, group discussions, and exercises scored by trained assessors
(B) A single comprehensive written examination designed to evaluate theoretical domain knowledge
(C) An automated administrative software algorithm that scans and analyzes past service records
(D) A thorough clinical medical examination conducted to assess general physical health and fitness

54. In the context of potential appraisal, what does an "In-Basket Exercise" typically assess?
(A) The overall physical stamina and athletic endurance of a physical education teacher
(B) The artistic creativity and visual design skills of a teacher in setting up a classroom
(C) The clerical accuracy and speed of an administrative assistant in physically sorting mail
(D) Ability to prioritize and delegate tasks under time pressure using simulated memos

55. Psychological testing during a potential appraisal is primarily aimed at measuring:
(A) Comprehensive theoretical domain knowledge gained from previous work experience
(B) Personality traits, emotional intelligence, and aptitudes
(C) The total cumulative number of years an individual employee has served in the school
(D) Specific technical and operational proficiency in utilizing classroom smartboards

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89. A school Principal notices that linking the "Best Teacher Award" solely to student pass percentages has caused teachers to discourage academically weak students from appearing in exams. This situation highlights a flaw in the:
(A) Reliability of the statistical software
(B) Confidentiality of the APAR
(C) Strictness error of the Principal
(D) Validity of the performance criteria

90. Which legal/administrative principle is violated if a Reporting Officer includes adverse remarks in an employee's APAR without ever having issued a memo, advisory, or verbal warning regarding that deficiency during the reporting period?
(A) Principle of Natural Justice
(B) Legal Principle of Res Judicata
(C) Common Law Principle of Caveat Emptor
(D) Administrative Principle of Eminent Domain

91. A Principal is known to give "Outstanding" APAR ratings only to teachers who share the same regional background as them, while strictly rating others as "Average." This practice is a violation of:
(A) Statutory provisions under the federal Right to Information Act of 2005
(B) Constitutional mandates of equality (Article 14 and 16) and ethics
(C) Specific statutory sections of school education regulations governing fee structures
(D) Administrative regulations outlined under child protection legislation

92. Consider the following statements regarding the disclosure of APAR under the Right to Information (RTI) Act, 2005:
I. An employee can seek a copy of their own APAR under the RTI Act.
II. An employee can freely access the APARs of all their colleagues to compare their ratings.
III. The APAR of an employee is generally treated as personal information and is exempt from disclosure to third parties unless a larger public interest is involved.
Which of the statements given above is/are correct?
(A) I only
(B) I and II only
(C) I and III only
(D) II and III only

93. Procedural justice in the context of performance appraisal refers to:
(A) Perceived fairness of procedures used to determine appraisal ratings
(B) The perceived overall equity and fairness of the final performance rating or bonus reward received
(C) The statutory legal right enabling employees to sue the Principal for issuing an unsatisfactory rating
(D) The operational allocation and financial distribution of the annual school institutional budget

94. The legal maxim "Audi alteram partem" (listen to the other side) is applied in the APAR process when:
(A) The designated Reporting Officer establishes initial performance goals at the start of the appraisal cycle
(B) The Head of School formally reads the completed staff evaluation reports aloud directly to the student body
(C) Allowing the employee 15 days to submit a representation against adverse remarks
(D) The designated Reviewing Officer concurs completely with the initial assessment of the Reporting Officer

95. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Extrinsic rewards like pay increments are the only factors that motivate teachers to perform well.
Reason (R): Intrinsic motivation, such as a sense of achievement, professional growth, and recognition, often plays a more significant role in sustaining high performance in the teaching profession.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

96. If an employee's APAR cannot be written by the Reporting Officer because the officer was transferred out within two months of the reporting period starting, what do standard service rules typically prescribe?
(A) The employee automatically receives a default "Outstanding" overall performance grade for that reporting year
(B) The newly appointed officer currently

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During the meeting, the Principal ensures no interruptions. This scenario highlights the importance of:
(A) Standard directive counseling techniques applied during performance management
(B) Evaluator cognitive bias known specifically as the halo effect phenomenon
(C) Preparation and setting the right climate for a feedback interview
(D) Common evaluator error referred to as central tendency rating bias

65. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective performance feedback should be focused primarily on the individual's personality traits.
Reason (R): Focusing on personality traits helps the employee change their core character, leading to better teaching performance.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

66. Performance counseling in an organizational setting goes a step beyond feedback by:
(A) Formally threatening the employee with immediate disciplinary proceedings and punitive action
(B) Reassigning or transferring the poorly performing employee to a different administrative department
(C) Unilaterally altering and reducing the employee's official recorded APAR grading for the year
(D) Helping the employee identify causes of poor performance and co-creating solutions

67. In "Non-Directive" performance counseling, the manager's primary role is to:
(A) Listen actively and guide the employee to find their own solutions
(B) Explicitly instruct the employee on exactly what actions they must take to solve problems
(C) Dictate a rigid, step-by-step corrective action plan for the employee to follow strictly
(D) Act as an impartial judge and issue a formal written disciplinary warning to the employee

68. Which of the following is NOT a fundamental skill required by a Principal for effective performance counseling?
(A) Active listening skills
(B) Empathy and understanding
(C) Interrogation and cross-examination
(D) Questioning and probing for clarity in communication

69. Arrange the typical stages of the performance counseling process in logical order:
I. Action Planning
II. Rapport Building and Climate Setting
III. Follow-up and Review
IV. Exploration and Problem Identification
Which of the following is the correct sequence?
(A) II, IV, I, III
(B) IV, II, I, III
(C) II, I, IV, III
(D) IV, I, II, III

70. During the "Exploration" phase of performance counseling, the counselor primarily uses:
(A) Closed-ended, highly restrictive questions designed to get rapid 'yes' or 'no' responses
(B) Overt or subtle threats of initiating formal administrative disciplinary proceedings
(C) Pre-determined standardized rating scales and quantitative evaluation checklists
(D) Open-ended questions that prompt deeper discussion of issues

71. A teacher who previously performed well begins missing deadlines and appearing disengaged. The Principal calls the teacher for a meeting, listens empathetically as the teacher explains a recent difficult personal transition, and collaboratively figures out a temporary workload adjustment. This scenario is an example of:
(A) Punitive administration
(B) Performance counseling
(C) Summative evaluation
(D) Potential appraisal

72. Which principle emphasizes that during performance counseling, the Principal should view issues from the teacher's perspective without necessarily agreeing with them?
(A) Sympathy
(B) Apathy
(C) Empathy
(D) Objectivity

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(B) "Possesses a warm personality, communicates effectively, and is well liked by all students."
(C) "Maintains continuous physical presence in class and is never absent from school duties."
(D) "Proactively prevents disruptions and uses positive reinforcement to engage students."

23. Why is BARS often challenging to implement in a large school system with highly diverse teaching roles?
(A) It is strictly prohibited by employment law to evaluate teachers based on observed behaviour
(B) Developing separate scales and anchors for each role is costly and time-consuming
(C) It does not allow for objective numerical scoring, making promotion calculations difficult
(D) It relies entirely on subjective student feedback rather than direct administrative observation

24. A performance appraisal form asks the Principal to rate a teacher's "Punctuality," "Subject Knowledge," and "Initiative" on a continuum from 1 (Poor) to 5 (Excellent). This is an example of a:
(A) Forced Choice Method
(B) Essay Evaluation Method
(C) Graphic Rating Scale
(D) Paired Comparison

25. A Principal evaluating a teacher using a standard rating scale rates the teacher highly on "Instructional Skill." Influenced by this high rating, the Principal subsequently rates the teacher highly on "Record Keeping" and "Extracurricular Participation," even though the teacher's performance in these areas is actually average. This scenario demonstrates:
(A) Contrast Error
(B) Central Tendency Error
(C) Leniency Error
(D) Halo Effect

26. One major flaw of the standard Graphic Rating Scale is that the traits being assessed (e.g., "Attitude", "Initiative") are often:
(A) Open to varied interpretations by raters due to lacking clear behavioral definitions
(B) Defined in terms that are excessively narrow, overly specific, and restrictive in practice
(C) Rendered far too objective, thereby completely ignoring the human and emotional aspects of teaching
(D) Designed exclusively for manual labor jobs and entirely unsuitable for professional educators

27. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In a Graphic Rating Scale, the points on the scale (e.g., 1 to 5) always represent perfectly equal intervals of performance difference.
Reason (R): Rating scales often suffer from subjectivity because the perceived difference between a "3" and a "4" may vary from one rater to another.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

28. If a Principal uses the Paired Comparison method to evaluate 10 teachers, how many total comparisons will the Principal have to make? [Formula: N(N-1)/2]
(A) 20
(B) 45
(C) 90
(D) 100

29. The "Forced Distribution" method of appraisal operates on the assumption that employee performance in an organization conforms to a:
(A) Normal bell-shaped distribution curve
(B) Standard symmetric U-shaped distribution curve
(C) Inverted asymmetric J-shaped probability curve
(D) Continuous positively skewed distribution curve

30. Consider the following statements about the Forced Distribution method:
I. It forces the rater to place a predetermined percentage of ratees into various performance categories.
II. It is highly effective in eliminating central tendency and leniency errors.
III. It is universally welcomed by employees as the fairest appraisal method.
IV. It may artificially categorize good performers as average if the overall group is highly

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(D) Automatically approve the teacher's self-appraisal blindly in its entirety to avoid triggering a formal grievance

82. Consider the following statements regarding the role of the Principal in staff performance appraisal:

I. The Principal must ensure that performance expectations are communicated clearly at the beginning of the reporting period.

II. The Principal should base the appraisal solely on isolated incidents that occurred in the last week of the reporting period.

III. The Principal must maintain objectivity and avoid personal prejudices while assessing staff.

IV. The Principal should use the appraisal process primarily as a tool for enforcing punitive discipline rather than development.

Which of the statements given above are correct?

(A) I and III only
(B) I, II, and III only
(C) II and IV only
(D) I, III, and IV only

83. Which of the following is NOT a legitimate function of a Reviewing Officer in the APAR process?

(A) To completely erase and physically replace the Reporting Officer's comments with their own
(B) To evaluate the objectivity and fairness of the Reporting Officer's assessment
(C) To upgrade or downgrade the rating given by the Reporting Officer if they have sufficient reason to do so
(D) To record their own assessment of the employee if they have observed their work

84. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): The APAR system mandates that overall grading should be communicated to the concerned employee.

Reason (R): The Supreme Court in the Dev Dutt case held that every entry in the ACR/APAR must be communicated to the employee to uphold the principles of natural justice and fairness.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

85. When performance appraisals are linked to financial rewards in the government sector, such as the Modified Assured Career Progression (MACP) scheme, the benchmark grading required is typically strictly monitored. The primary objective of MACP is to:

(A) Provide periodic financial upgradation to eligible employees lacking promotion avenues
(B) Formally demote and reduce the pay scale of underperforming or non-compliant government employees
(C) Grant accelerated out-of-turn administrative promotions to exceptionally high-performing employees
(D) Systematically penalize and withhold benefits from employees who faced formal disciplinary action

86. Which grading is generally considered the minimum benchmark for the grant of financial upgradation under the current MACP rules for Group A, B, and C employees?

(A) Average
(B) Good
(C) Outstanding
(D) Very Good

87. Linking performance appraisal directly to promotions often creates a conflict between:

(A) Attendance and Leave
(B) Merit and Seniority
(C) Centralization and Decentralization
(D) Formative assessment and Summative assessment

88. Performance-related pay or linking rewards tightly to appraisal ratings in schools can sometimes lead to unethical practices. Which of the following is a potential negative consequence of such a linkage in education?

(A) Teachers strictly adhering to official institutional lesson plans and curriculum timelines
(B) Significantly increased professional collaboration and team teaching practices among the staff
(C) Inflating grades or teaching to the test to improve appraisal outcomes
(D) Fostering much greater overall transparency and accountability across administrative processes

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56. An education department is trying to identify Vice-Principals capable of being promoted to Principals. They organize a session where a group of Vice-Principals is given a complex school crisis scenario (e.g., a sudden strike by transport staff) and asked to resolve it together within 45 minutes, without designating a formal leader. Observers watch their interactions. This technique is known as:
(A) Multi-source 360-degree feedback mechanism
(B) Forced Distribution Performance Curve
(C) Leaderless Group Discussion (LGD)
(D) Management by Objectives (MBO) system

57. The primary objective of providing performance feedback to an employee is to:
(A) Provide formal administrative justification for denying an employee a pending salary promotion
(B) Assert and demonstrate the clear administrative authority of the Principal over teaching staff
(C) Fulfill a mandatory statutory requirement without intending to bring about actual change
(D) Reinforce positive behavior and fix deficiencies to boost future effectiveness

58. Feedback is generally most effective in modifying an employee's behaviour when it is:
(A) Delivered promptly following the observed behavior
(B) Intentionally delayed until the final formal review at the end of the academic year
(C) Delivered openly and publicly in front of the employee's immediate professional peers
(D) Exclusively and persistently focused on identifying the employee's personal shortcomings

59. Which of the following is an essential characteristic of effective, constructive feedback?
(A) It should be evaluative rather than descriptive
(B) It should be specific and backed by concrete examples
(C) It should focus on the personality of the individual rather than the behaviour
(D) It should be general, using terms like "always" and "never"

60. Identify the statement that represents poor feedback delivery by a Principal to a teacher:
(A) "I noticed that the lesson plan for Tuesday was not submitted, which caused a delay in the academic audit."
(B) "You are generally a very careless person and you never take your responsibilities seriously."
(C) "During the class observation, three students in the back were disengaged; let's discuss strategies to involve them."
(D) "Your use of multimedia in today's physics class significantly improved student participation."

61. Consider the following characteristics regarding effective feedback:
I. It is directed toward behaviour that the receiver can control.
II. It is given to help the receiver rather than to make the giver feel superior.
III. It involves the sharing of information rather than giving advice.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

62. The "Sandwich Technique" in performance feedback delivery refers to:
(A) Delivering feedback during a lunch meeting to keep it informal
(B) Allowing the employee to sandwich their defense between the manager's statements
(C) Placing a negative piece of feedback between two positive pieces of feedback
(D) Delivering feedback jointly by two managers

63. While providing performance feedback, non-verbal communication is:
(A) Completely irrelevant as long as the official written evaluation report is drafted accurately
(B) Only meaningful and relevant if the feedback being delivered is entirely negative in tone
(C) Largely unnecessary when delivering constructive feedback to highly experienced senior teachers
(D) Crucial, as tone and body language can reinforce or undermine spoken words

64. A Principal schedules a meeting with a teacher to discuss a drop in student grades. Before the meeting, the Principal gathers attendance records, test scores, and past observation notes.

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holding the administrative post drafts the report based on workplace hearsay
(C) Placing a "No Report Available" certificate in the dossier if minimum supervision time was unmet
(D) The Reviewing Officer is legally compelled to act as the primary Reporting Officer for that brief two-month window

97. The concept of "Distributive Justice" in performance appraisal is concerned with:
(A) Ensuring that formal evaluation forms are distributed equally and simultaneously to all school departments
(B) Perceived fairness in allocating rewards based on actual contributions
(C) Subdividing and distributing the administrative workload of performance appraisal across multiple managers
(D) Publicly publishing and disseminating individual staff performance appraisal results to the general community

98. Which of the following is considered unethical behaviour by a Principal during the appraisal process?
(A) Systematically providing continuous informal feedback and guidance to staff members throughout the academic year
(B) Thoroughly documenting both notable professional achievements and specific areas requiring performance improvement
(C) Formally encouraging and asking individual teachers to systematically reflect upon their own classroom performance
(D) Delaying APAR completion to pressure a teacher into complying with illegal demands

99. The "Similar-to-me" error in performance appraisal occurs when the evaluator:
(A) Rating an employee highly due to shared personal traits or background with the rater
(B) Mindlessly imitating and reproducing the specific appraisal rating habits or style of a former school principal
(C) Intentionally issuing all staff members the exact same median rating score simply to avoid workplace conflicts
(D) Subjectively judging an employee's total annual performance based solely on their work in a recent single project

100. Ultimately, an ethically sound and legally defensible performance appraisal system in a school should be characterized by all of the following EXCEPT:
(A) Complete operational transparency and explicit communication of evaluation criteria
(B) Continuous objective documentation of verified workplace critical performance incidents
(C) Reliance on subjective feelings of the Head of School
(D) A formal, well-established administrative grievance redressal mechanism for all staff

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time-stamped workplace events rather than general end-of-year impressions, ensuring that evaluations remain grounded in observable evidence and documented professional performance.

35. (A) Both A and R are true and R is the correct explanation of A
The Critical Incident Method effectively mitigates recency bias by requiring evaluators to record significant workplace behaviours continuously throughout the entire rating period. Because documented logs cover the entire year, appraisers do not disproportionately base final ratings on events occurring in the weeks immediately preceding evaluation, ensuring an accurate, comprehensive, and balanced annual performance assessment.

36. (C) A committee of HR experts or higher management
In the Weighted Checklist appraisal method, performance weights for various behavioral statements are determined in advance by HR experts or management committees. Subject-matter experts assign statistical weights based on each behavior's importance to job success. The immediate supervisor simply checks applicable statements without knowing the specific numerical weights, preventing intentional manipulation of final evaluation scores.

37. (A) Conscious rater bias and leniency or strictness tendencies
The Forced-Choice appraisal method was specifically developed to reduce conscious rater bias, leniency, and strictness tendencies. By presenting evaluators with sets of statements that appear equally favorable or unfavorable without disclosing the underlying scoring key, the method forces appraisers to select descriptive statements based strictly on observation rather than manipulating final performance ratings.

38. (D) I, II, and III
In the Forced-Choice method, appraisers must choose from sets of statements the ones that best or least describe an employee. Because the scoring weight of each statement is hidden from the evaluator, managers cannot deliberately manipulate scores to favor preferred employees, which often causes evaluator frustration while successfully controlling for leniency and halo biases.

39. (B) Select the statement that best describes the teacher: remains calm under pressure, or completes tasks accurately.
Forced-Choice appraisal items force the appraiser to select from paired or grouped statements of seemingly equal social desirability. Choosing between remaining calm under pressure and completing tasks accurately represents a classic forced-choice format, as the evaluator must pick the most descriptive option without knowing which choice carries higher value in the final scoring key.

40. (C) Horn Effect
The horn effect is a cognitive evaluation bias where an observer's negative perception of a single specific employee trait inappropriately influences their entire rating across all other operational dimensions. Unlike the halo effect, which inflates overall ratings based on one positive trait, the horn effect unfairly depresses overall evaluation scores due to an isolated negative characteristic.

41. (D) Avoids extreme ratings and clusters most employees in the "average" category
Central tendency error occurs when an evaluator consistently avoids assigning extreme high or extreme low ratings, incorrectly placing almost all employees near the middle or average category of a scale. This bias often stems from fear of conflict, lack of detailed performance data, or reluctance to justify extreme scores, ultimately reducing evaluation differentiation and utility.

42. (A) Leniency Error
Leniency error occurs when an evaluator consistently rates all subordinates higher than their actual performance merits. Evaluators who seek popularity, wish to avoid workplace confrontation, or want to prevent employee grievances frequently exhibit leniency bias. This practice distorts appraisal objectivity, inflates performance ratings, and undermines merit-based administrative decisions within the educational institution.

43. (B) Contrast Error
Contrast error occurs when an evaluator assesses an employee's performance relative to a recently evaluated individual rather than against established objective standards. Rating an average teacher exceptionally high simply because they were evaluated immediately after a very poor performer illustrates contrast

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8. (C) It fails to provide specific developmental feedback on individual teaching competencies
Simple ranking forces evaluators to order individuals from top to bottom based on global performance, creating relative positions without defining performance gaps. The major flaw of overall ranking in teaching environments is its failure to provide actionable, specific feedback regarding distinct instructional competencies or classroom management skills, making targeted professional growth difficult to achieve.

9. (D) The teacher's self-appraisal, peers, students, Head of School, and sometimes parents
A 360-degree performance appraisal system gathers feedback from all stakeholders interacting with an employee. In an educational setting, this multi-source evaluation includes self-appraisal, peer evaluations from teaching colleagues, feedback from students, administrative assessments by the Head of School or Principal, and input from parents, providing a well-rounded and balanced view of workplace performance.

10. (B) I, III, and IV only
The 360-degree appraisal offers a comprehensive, multi-angle view of performance, requires organizational trust, and frequently yields divergent feedback due to different rater perspectives. However, it is not immune to personal biases, office politics, or interpersonal conflicts, as subjective elements can influence raters across all levels. Thus, claims of total immunity from bias are incorrect within organizational evaluation frameworks.

11. (B) Ensuring absolute anonymity of the raters to encourage honest feedback
For 360-degree feedback to succeed, raters must feel secure that their evaluations will remain strictly anonymous. Anonymity eliminates fear of retaliation, interpersonal friction, or administrative backlash, thereby encouraging respondents to provide candid, honest, and objective observations regarding performance. Without guaranteed confidentiality, feedback tends to become overly inflated, superficial, and ineffective for developmental planning.

12. (D) A is false but R is true
The 360-degree feedback system is primarily a developmental tool intended to enhance self-awareness and identify training needs rather than determine administrative salary increments or promotions in public sector schools. Combining multi-source feedback with high-stakes financial rewards often degrades rating honesty. Therefore, the assertion is false regarding public school pay decisions, whereas the developmental reason is accurate.

13. (A) Evaluators giving careless ratings due to completing numerous lengthy evaluation forms
Rater fatigue occurs in multi-source appraisal systems when evaluators are overwhelmed by the administrative burden of filling out numerous detailed assessment forms for multiple colleagues. As exhaustion sets in, raters tend to rush through questionnaires, leading to superficial responses, mechanical scoring, diminished accuracy, and reduced validity across the collected feedback data within the educational institution.

14. (C) Peter Drucker
The concept of Management by Objectives was introduced and popularized by management theorist Peter Drucker in his landmark 1954 book, The Practice of Management. Drucker emphasized aligning individual performance targets with broader organizational goals through participatory goal setting, clear measurement metrics, and regular progress evaluations, transforming performance appraisal from trait assessment to objective-driven achievement analysis.

15. (A) III, I, II, IV
The Management by Objectives process follows a systematic operational order. First, overall organizational objectives are established by leadership. Second, supervisors and employees jointly set specific, measurable individual performance goals. Third, regular progress reviews are conducted during the operational period. Finally, a comprehensive evaluation assesses actual goal achievement against established targets at the end of the appraisal cycle.

16. (C) Management by Objectives (MBO)
Joint goal setting between a superior and subordinate to achieve a quantified performance target within a designated timeframe represents the core mechanism of Management by Objectives. In this model, performance evaluation focuses directly on measurable outcomes—such as target academic pass rates—agreed upon at the beginning of the reporting period, rather than

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ANSWERS

1. (B) To systematically evaluate the performance and potential of employees to facilitate their professional development and organizational goals

A performance appraisal system in educational institutions serves as a structured evaluation framework designed to review teacher capabilities, job performance, and growth potential. Beyond administrative oversight, its principal objective focuses on fostering continuous professional growth, enhancing instructional quality, identifying training requirements, and aligning individual faculty accomplishments with overall institutional objectives and academic standards.

2. (A) I and II only

Performance appraisal systems are designed to support human resource decisions, such as determining promotions, transfers, and merit-based career advancements. Additionally, appraisals play a crucial role in assessing skill gaps to plan structured training and professional development programs. However, performance appraisals cannot be legally or administratively utilized to bypass formal disciplinary procedures required for addressing employee misconduct.

3. (A) Deciding on the confirmation of a probationary teacher

Summative performance appraisal involves administrative evaluation conducted at the end of a specific period to make decisive personnel choices, such as salary adjustments, promotions, contract renewals, or probation confirmations. Conversely, formative appraisal focuses on ongoing developmental support, including mentoring and constructive feedback. Deciding teacher confirmation evaluates past performance summary outcomes to make a formal employment status decision.

4. (D) A is false but R is true

Performance appraisal in modern management is not merely a retrospective exercise aimed at identifying mistakes; rather, it adopts a forward-looking perspective. Contemporary systems emphasize continuous feedback, goal setting, career progression, and employee development. While historical performance is reviewed, the primary administrative purpose is enhancing future organizational and individual effectiveness, rendering traditional retrospective views obsolete while validating dynamic growth-oriented frameworks.

5. (A) Graphic Rating Scale

Traditional performance appraisal methods focus on evaluating past performance and personal traits using standardized forms. The Graphic Rating Scale is a classic traditional technique where evaluators rate employees along a predefined continuum covering factors like work quality, dependability, and initiative. Modern methods such as Management by Objectives, 360-degree feedback, and Behaviorally Anchored Rating Scales emphasize continuous developmental feedback.

6. (D) Assessment Centre – Evaluator relies solely on the annual confidential report submitted by the immediate supervisor

An Assessment Centre is a modern, comprehensive evaluation technique utilizing multiple standardized exercises, situational tests, simulations, and group discussions evaluated by multiple trained observers to measure potential and managerial competencies. It does not rely solely on an annual confidential report prepared by a supervisor. Ranking, forced distribution, and paired comparison are correctly defined traditional evaluation methods.

7. (B) An external HR expert interviewing supervisors and reviewing employee records to evaluate performance

The Field Review method involves an evaluation conducted by a specialist from the corporate human resources department or an external expert. The reviewer visits the work unit, interviews line supervisors about employee performance, reviews work records, and assists in preparing objective appraisals. This method helps eliminate supervisor rating biases and ensures standard evaluation criteria across different departments.

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judgment across all other unrelated performance areas. Rating a teacher highly in record keeping and extracurricular duties simply because of exceptional instructional skill demonstrates how a positive general impression distorts objective assessment across separate competencies.

26. (A) Open to varied interpretations by raters due to lacking clear behavioral definitions
A primary weakness of standard Graphic Rating Scales is their reliance on abstract personal traits, such as initiative, attitude, or loyalty, without providing explicit behavioral definitions. Because evaluators interpret these traits subjectively based on personal assumptions, individual scoring consistency decreases, leading to rating variance, reduced evaluation reliability, and potential perceived unfairness among evaluated staff.

27. (D) A is false but R is true
Numerical rating scales do not automatically guarantee equal performance intervals between scale points; the psychological distance between adjacent points varies among evaluators. Statement A is false because equal numerical intervals rarely reflect equal differences in actual human performance. Statement R is true because subjective interpretation of points like average and good causes significant rater inconsistency in appraisals.

28. (B) 45
The mathematical formula to calculate the required total number of comparisons in the Paired Comparison method is N multiplied by N minus 1, divided by 2. Substituting N equals 10 yields 10 times 9 divided by 2, resulting in exactly 45 unique pairwise comparisons required to rank all staff members systematically.

29. (A) Normal bell-shaped distribution curve
The Forced Distribution method operates on the statistical premise that employee performance within any sizable organizational population naturally mirrors a normal bell-shaped distribution curve. Under this assumption, a small fixed percentage of employees is categorized as high performers, a majority is grouped into the average category, and a small percentage is assigned to the lowest performance category.

30. (B) I, II, and IV only
Forced distribution mandates categorizing employees into fixed percentage buckets, effectively eliminating leniency and central tendency errors. However, statement III is false because employees generally dislike the method, as it creates artificial competition and can misclassify high performers as average in high-performing teams. Statements I, II, and IV accurately describe the mechanism, benefits, and drawbacks of this appraisal system.

31. (D) It incorrectly assumes equal performance differences between consecutive ranks
A major structural limitation of the Simple Ranking method is its underlying assumption that equal numerical intervals exist between adjacent ranks. Ranking fails to indicate the actual magnitude of performance differences; the skill gap between the first and second rank may be minimal, whereas the gap between second and third could be vast, distorting objective capability measurement.

32. (C) Critical Incident Method
The Critical Incident Method requires managers to maintain a continuous, detailed log of specific employee actions that represent exceptionally effective or ineffective workplace behaviour. Rather than relying on subjective memory at year end, the evaluator records factual descriptions of critical events as they happen, providing concrete behavioral evidence during periodic performance appraisal discussions.

33. (B) It provides factual behavioral examples to support ratings and feedback
A major advantage of the Critical Incident Method is its reliance on documented, objective behavioral records rather than subjective personal impressions. By referencing specific logged incidents during performance reviews, evaluators can deliver constructive, evidence-based feedback that employees easily understand, minimizing defensiveness and providing clear operational guidance for future professional development and growth.

34. (D) Critical Incident Method
Documenting a specific, notable action immediately after it occurs—such as resolving a student conflict—and using that record during annual reviews is the hallmark of the Critical Incident Method. This approach relies on real,

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70. (D) Open-ended questions that prompt deeper discussion of issues
During the exploration phase of performance counseling, counselors utilize open-ended questions to encourage reflection and candid discussion. Open-ended inquiries prompt employees to elaborate on underlying challenges, workplace dynamics, and personal constraints, allowing both counselor and subordinate to gain a comprehensive, objective understanding of factors impacting performance before developing solutions.

71. (B) Performance counseling
Holding an empathetic, supportive meeting to understand an employee's personal challenges and collaboratively adjusting workload reflects performance counseling. Rather than resorting to immediate disciplinary measures, the manager actively listens, identifies performance barriers, and provides constructive support, enabling the employee to overcome temporary personal difficulties and restore optimal workplace effectiveness.

72. (C) Empathy
Empathy requires understanding another individual's perspective, feelings, and workplace constraints without necessarily agreeing with their opinions or condoning poor performance. In performance counseling, demonstrating empathy builds trust, fosters open communication, and allows school leaders to diagnose underlying work issues objectively while maintaining high professional standards and institutional performance expectations.

73. (D) Annual Performance Appraisal Report (APAR)
In public sector administrative management, the secretive Annual Confidential Report system was modernized through the introduction of the Annual Performance Appraisal Report. APAR introduced procedural transparency, employee self-appraisal, explicit performance metrics, and formal communication of ratings, transforming staff evaluation into an open, developmental process aligned with principles of natural justice.

74. (A) A secretive fault-finding process to an open developmental one
Transitioning from the traditional Annual Confidential Report to the Annual Performance Appraisal Report represents a major cultural shift from secret, punitive evaluations to an open, developmental framework. Modern APAR emphasizes collaborative target setting, formal sharing of evaluation scores, self-appraisal, and transparent grievance redressal, fostering administrative accountability and continuous professional growth.

75. (A) I and II only
Under the modern APAR framework, government employees receive a full copy of their completed evaluation and possess the legal right to submit formal representations against adverse remarks or low ratings. Statement III is false because the APAR process maintains a Reviewing Officer to ensure evaluation objectivity, supervisory balance, and procedural fairness.

76. (A) III, II, IV, I
The administrative workflow for processing an APAR follows a strict sequential order. First, the employee completes the self-appraisal section. Second, the Reporting Officer evaluates performance and assigns initial scores. Third, the Reviewing Officer examines the report for balance and objectivity. Finally, the Accepting Authority gives formal administrative approval.

77. (A) The Head of School / Principal
In school administrative systems, the Head of School or Principal serves as the designated Reporting Officer for Trained Graduate Teachers and Post Graduate Teachers. The Principal directly supervises daily instructional work, monitors classroom performance, evaluates administrative contributions, and initiates the initial evaluation entries in the teacher's annual performance report.

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78. (B) 15 days
Standard civil service regulations mandate that an employee wishing to submit a representation against adverse remarks, downgrading, or unsatisfactory entries in their APAR must do so within 15 days from the date of official receipt. This strict timeframe ensures timely administrative review, procedural fairness, and prompt resolution of evaluation grievances.

79. (D) Allow employees to highlight achievements and constraints prior to evaluation
The self-appraisal section in the APAR provides employees an opportunity to document their notable achievements, creative initiatives, and

bias, where immediate comparison distorts fair, objective, and standardized performance measurement.

44. (B) Recency Error
Recency error occurs when an evaluator disproportionately emphasizes recent employee performance while ignoring work over the entire evaluation cycle. Giving an overall poor annual rating based solely on performance decline in the final two months, despite excellent performance during preceding months, clearly demonstrates recency bias, which compromises the fairness and accuracy of annual performance appraisals.

45. (A) Training raters to recognize common errors and avoid bias
Comprehensive rater training is the most effective approach to minimize evaluation biases, including halo effects, central tendency, and leniency errors. Training educates appraisers on cognitive bias mechanisms, clarifies performance standards, emphasizes objective documentation, and provides practice in objective scoring, significantly improving the reliability, validity, and fairness of institutional performance appraisal systems.

46. (C) Assessing latent abilities and capacity for higher future responsibilities
Potential appraisal evaluates an employee's latent capabilities, unexploited talents, and readiness to assume higher administrative or leadership roles in the future. While performance appraisal measures past contributions in a current role, potential appraisal looks forward, determining whether an individual possesses the leadership, analytical, and managerial competencies needed for future organizational advancement.

47. (A) I, II, and III only
Assessing employee potential requires evaluating analytical abilities, leadership capacity, and emotional resilience under stress, as these core competencies determine readiness for higher managerial responsibilities. Routine short-term leave utilization does not reflect leadership aptitude or intellectual capability. Therefore, problem-solving, team building, and stress tolerance serve as valid indicators for potential appraisal, excluding routine leave records.

48. (C) Succession planning and career development
Potential appraisal directly supports organizational succession planning and career development frameworks. By identifying employees with high leadership capabilities and administrative growth potential, institutions can establish targeted mentorship, plan executive career pathways, fill leadership vacancies efficiently, and maintain organizational continuity without disrupting academic and administrative operations during leadership transitions.

49. (B) Piece-rate output measurement
Piece-rate output measurement quantifies routine physical output in operational settings and cannot measure latent managerial or leadership potential. Modern potential appraisal relies on psychological testing, assessment centres, and management simulations to evaluate cognitive abilities, leadership traits, and strategic decision-making capacities required for higher-level administrative and organizational roles.

50. (D) Performance appraisal evaluates current job work; potential appraisal assesses capacity for higher roles.
The essential distinction between performance appraisal and potential appraisal lies in their temporal focus and evaluation scope. Performance appraisal retroactively measures past accomplishments, task execution, and work outcomes within an employee's existing job role. Conversely, potential appraisal prospectively assesses latent competencies, adaptability, and personal growth capacity required for future high-level organizational positions.

51. (D) A is false but R is true
Superior performance in an operational position does not guarantee success in managerial roles, as different positions demand distinct competencies. Statement A is false because top technical performers may lack administrative skills. Statement R is true because operational task execution requires specialized functional skills, whereas leadership roles require strategic planning, interpersonal coordination, and organizational decision-making capabilities.

52. (C) The Peter Principle
The Peter Principle, formulated by Laurence J. Peter, states that employees in hierarchical organizations tend to be promoted based on success in current roles until they reach their

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level of incompetence. At this point, the skills that prompted their promotion no longer match the requirements of the new higher-level administrative or managerial position.

53. (A) Simulations, group discussions, and exercises scored by trained assessors
An Assessment Centre evaluates potential through standardized situational exercises, operational simulations, role plays, and group discussions observed by trained evaluators. Participants demonstrate leadership, decision-making, and communication skills in simulated real-world conditions, providing comprehensive diagnostic data regarding an employee's readiness to handle complex administrative and managerial responsibilities in higher organizational positions.

54. (D) Ability to prioritize and delegate tasks under time pressure using simulated memos
An in-basket exercise simulates a manager's desktop environment containing incoming memos, reports, requests, and emails. Candidates are required to analyze, prioritize, delegate, and respond to these administrative tasks within a restricted timeframe, testing their organizational capability, time management, problem-solving skills, and decision-making efficiency under realistic workplace pressure.

55. (B) Personality traits, emotional intelligence, and aptitudes
Psychological testing in potential appraisals evaluates underlying cognitive aptitudes, personality structure, leadership traits, and emotional intelligence. Unlike tests measuring technical domain knowledge, psychological evaluations assess interpersonal effectiveness, adaptability, stress management, and problem-solving styles, offering insights into an individual's psychological suitability for senior leadership and administrative management positions.

56. (C) Leaderless Group Discussion (LGD)
A Leaderless Group Discussion presents candidates with a complex problem to solve collaboratively without appointing a formal leader. Trained observers evaluate emerging leadership behaviours, persuasion skills, active listening, conflict resolution, and teamwork. This exercise is widely utilized in assessment centers to evaluate managerial potential and leadership effectiveness under unstructured situational conditions.

57. (D) Reinforce positive behavior and fix deficiencies to boost future effectiveness
The primary purpose of performance feedback is to enhance future workplace effectiveness. Constructive feedback reinforces positive actions, clarifies expectations, identifies operational skill gaps, and helps employees correct performance deficiencies. Rather than serving as a punitive tool, effective feedback fosters continuous professional growth, increases motivation, and aligns individual efforts with institutional goals.

58. (A) Delivered promptly following the observed behavior
Performance feedback is most effective when provided promptly after observing specific behaviour. Timely feedback connects actions directly to outcomes while memory remains fresh, allowing immediate behavioral adjustment or positive reinforcement. Delaying feedback until annual reviews diminishes its impact, increases cognitive ambiguity, and reduces employee responsiveness to performance improvement suggestions.

59. (B) It should be specific and backed by concrete examples
Constructive feedback must be specific and grounded in concrete, observable examples rather than broad generalizations. Detailing exact events helps employees understand precise operational areas requiring improvement without feeling personally attacked. Specific feedback eliminates ambiguity, facilitates open dialogue, and provides actionable guidance for targeted professional development and behavioral change.

60. (B) "You are generally a very careless person and you never take your responsibilities seriously."
Effective feedback targets specific, observable workplace actions rather than making sweeping personal attacks on an employee's character. Labeling an employee as careless and using absolute terms like never creates personal defensiveness, damages working relationships, lacks empirical evidence, and fails to offer actionable guidance, representing poor feedback delivery in educational administration settings.

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61. (D) I, II, and III
Effective feedback focuses on controllable behaviours, aims to assist the recipient's growth, and emphasizes information sharing over prescriptive dictation. Statements I, II, and III correctly highlight these core principles. Fostering a supportive environment focused on observable actions empowers employees to take ownership of their development and implement lasting behavioral improvements.

62. (C) Placing a negative piece of feedback between two positive pieces of feedback
The sandwich technique in feedback delivery involves structuring critical comments between positive statements. Opening with praise establishes a receptive atmosphere, presenting constructive criticism addresses operational deficiencies, and closing with encouragement maintains morale. This approach reduces defensiveness and helps employees accept constructive guidance within a supportive communication framework.

63. (D) Crucial, as tone and body language can reinforce or undermine spoken words
Non-verbal communication, including vocal tone, eye contact, facial expressions, and posture, plays a vital role in feedback sessions. Congruence between spoken words and non-verbal cues ensures authenticity and empathy. Negative non-verbal signals can create defensiveness or mistrust, undermining spoken encouragement and diminishing the overall developmental effectiveness of feedback.

64. (C) Preparation and setting the right climate for a feedback interview
Gathering empirical evidence prior to a review session and ensuring an uninterrupted environment highlights thorough preparation and effective climate setting. Successful feedback interviews require supervisors to collect accurate performance data, choose a suitable location, and establish a constructive atmosphere that encourages open dialogue, mutual respect, and focused problem solving.

65. (D) A is false but R is true
Performance feedback should target specific, modifiable workplace behaviours rather than deep-seated personality traits, making Assertion A false. Personal attacks trigger defensiveness and rarely alter basic character. Reason R is true in recognizing that core personality traits are resistant to quick change, underscoring why professional development must focus on actionable behavioral modifications.

66. (D) Helping the employee identify causes of poor performance and co-creating solutions
Performance counseling goes beyond simple feedback by establishing a collaborative diagnostic process. Instead of merely pointing out deficiencies or imposing punitive measures, counseling helps employees analyze underlying causes of performance bottlenecks, overcome operational challenges, and co-create structured, mutually agreed-upon action plans for sustained professional development and workplace effectiveness.

67. (A) Listen actively and guide the employee to find their own solutions
In non-directive performance counseling, the counselor acts as a facilitator rather than an instructor. The manager practices active listening, asking reflective open-ended questions that encourage the employee to analyze challenges, gain self-awareness, and formulate their own practical solutions, fostering internal accountability, commitment, and personal responsibility for performance improvement.

68. (C) Interrogation and cross-examination
Effective performance counseling relies on empathy, active listening, and constructive questioning to foster an environment of administrative trust and mutual problem solving. Interrogation and aggressive cross-examination produce severe anxiety, defensiveness, and hostility, completely destroying the supportive counselor-employee dynamic essential for identifying performance obstacles and encouraging long-term professional growth.

69. (A) II, IV, I, III
Performance counseling follows a structured four-stage process. First, establishing rapport creates a safe, supportive environment. Second, exploring issues helps identify root causes of performance challenges. Third, action planning formulates concrete improvement strategies collaboratively. Finally, follow-up reviews monitor progress, evaluate outcomes, and provide ongoing guidance to sustain long-term performance development.

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subjective evaluation of individual personality traits.

17. (B) It often focuses on short-term measurable goals over qualitative, long-term development
A key limitation of Management by Objectives is its structural tendency to prioritize easily quantifiable, short-term performance targets at the expense of qualitative, long-term professional development. Employees may focus exclusively on achieving immediate operational metrics, potentially neglecting broader educational goals, creative innovation, collaborative culture, and non-measurable instructional activities crucial for long-term institutional growth.

18. (D) Goals must be SMART (Specific, Measurable, Achievable, Relevant, Time-bound)
Effective goal setting within Management by Objectives relies on the SMART framework. Objectives must be Specific, Measurable, Achievable, Relevant, and Time-bound to provide clear direction and measurable standards. Clear SMART goals eliminate ambiguity, allow objective evaluation of outcomes, motivate employees through actionable milestones, and ensure individual performance directly aligns with institutional development plans.

19. (A) Critical Incidents and Graphic Rating Scale
Behaviorally Anchored Rating Scales combine the qualitative benefits of the Critical Incident Method with the quantitative structure of Graphic Rating Scales. BARS evaluates job performance along a rated continuum anchored by specific, observable behavioral examples depicting effective or ineffective conduct, thereby reducing subjective interpretation and enhancing evaluation accuracy across specific professional roles.

20. (B) I and II only
Developing Behaviorally Anchored Rating Scales requires collecting critical incidents of workplace behaviour and anchoring them along a numerical performance scale. Statements I and II correctly outline these foundational steps. However, statement III is incorrect because constructing BARS is a complex, time-consuming, and expensive process requiring significant expert analysis and extensive validation across distinct job roles.

21. (A) BARS use behavioral anchors to minimize rater subjectivity and ambiguity
The main advantage of Behaviorally Anchored Rating Scales over traditional rating scales lies in replacing vague trait descriptors with explicit behavioral anchors. By evaluating concrete, observable workplace actions rather than abstract qualities like attitude, BARS provides standardized evaluation criteria, minimizes subjective interpretation by raters, reduces cognitive biases, and yields actionable feedback for professional growth.

22. (D) "Proactively prevents disruptions and uses positive reinforcement to engage students."
Behaviorally Anchored Rating Scales utilize concrete, observable behavioral descriptions rather than generic trait statements or vague compliments. An anchor for an outstanding rating in classroom management explicitly describes proactive actions, such as anticipating disruptions and utilizing positive reinforcement to foster student engagement, offering clear behavioral evidence of superior instructional performance in the learning environment.

23. (B) Developing separate scales and anchors for each role is costly and time-consuming
Implementing Behaviorally Anchored Rating Scales across large educational institutions poses significant practical challenges due to the extensive labor and cost required. Because BARS requires distinct, custom-designed scales with specific behavioral anchors for every job position, creating and validating separate instruments for varied teaching and administrative roles demands substantial time, domain expertise, and financial resources.

24. (C) Graphic Rating Scale
Evaluating performance traits on a numerical continuum from poor to excellent exemplifies a Graphic Rating Scale. This traditional performance appraisal method lists specific job dimensions alongside a scale of rating categories, allowing evaluators to quickly mark performance levels. While easy to administer, it often lacks specific behavioral anchors, making ratings susceptible to subjective interpretation.

25. (D) Halo Effect
The halo effect occurs when an evaluator's overall perception or high rating on a single performance dimension unconsciously influences their

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workplace constraints experienced during the reporting period. This self-assessment informs the Reporting Officer, ensuring that evaluations consider actual workplace context, special contributions, and operational obstacles before final ratings are assigned.

80. (C) The Dunning-Kruger Effect
The Dunning-Kruger effect is a recognized cognitive bias wherein individuals with low capability in a specific domain overestimate their competence due to lack of self-awareness. In self-appraisal contexts, this bias causes underperforming employees to assign themselves highly inflated performance scores, failing to recognize skill deficits or operational performance gaps.

81. (B) Provide a factual assessment in the reporting section, documenting actual performance
When faced with an inflated self-appraisal, the Reporting Officer must provide an objective, evidence-based assessment in the evaluation section. The supervisor should record factual observations, student outcomes, and documented critical incidents, neither altering the employee's original entries nor accepting unverified claims, thereby upholding evaluation integrity and procedural fairness.

82. (A) I and III only
Principals must establish clear performance expectations at the start of the appraisal cycle and maintain strict objectivity throughout the evaluation process, making statements I and III correct. Statements II and IV are incorrect because appraisals should cover the full year rather than recent isolated events and focus on development rather than punishment.

83. (A) To completely erase and physically replace the Reporting Officer's comments with their own
A Reviewing Officer evaluates the fairness and objectivity of the Reporting Officer's assessment and can record differing opinions or adjust grades. However, physically erasing or altering the Reporting Officer's original entries is strictly prohibited, as all supervisory remarks must remain transparently visible for administrative accountability and legal review.

84. (A) Both A and R are true and R is the correct explanation of A
Mandatory disclosure of APAR gradings stems directly from the landmark Supreme Court ruling in Dev Dutt v. Union of India. The Court held that communicating all entries to employees upholds Article 14 rights and principles of natural justice, enabling individuals to address adverse remarks and seek performance improvement.

85. (A) Provide periodic financial upgradation to eligible employees lacking promotion avenues
The Modified Assured Career Progression scheme provides periodic financial upgradations to government employees who experience career stagnation due to a lack of promotional opportunities. MACP grants higher pay scales after specified service intervals, provided employees meet mandatory performance benchmarks in their APAR evaluations, maintaining motivation despite promotional bottlenecks.

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86. (D) Very Good
Under current Modified Assured Career Progression rules established following the Seventh Central Pay Commission recommendations, the benchmark grading required for granting financial upgradation to eligible civil servants, including Group A, B, and C educational staff, is strictly designated as Very Good across all evaluated reporting years in the APAR.

87. (B) Merit and Seniority
Linking performance appraisals directly to promotion decisions creates a classic organizational conflict between merit and seniority. Seniority-based promotion systems reward length of service and foster predictability, whereas merit-based systems reward outstanding job performance and competence. Balancing these competing principles remains a central challenge in public personnel administration and policy design.

88. (C) Inflating grades or teaching to the test to improve appraisal outcomes
Tightly coupling performance-related pay or promotion outcomes to appraisal ratings in schools can induce unintended unethical practices. Staff may resort to teaching strictly to standardized tests, inflating student assessment scores, or excluding low-achieving students from official examinations to secure higher

personal growth across individuals
(B) An informal peer-mentoring initiative designed to assist senior teaching staff preparing for upcoming superannuation
(C) A systematic process of imparting specific skills, knowledge, and attitudes required for a particular job
(D) A formal administrative or disciplinary measure enforced by management against underperforming staff members

17. The primary purpose of conducting training for school teachers is to:
(A) Expand institutional hierarchy and administrative reporting levels within the school system
(B) Enhance teacher instructional capabilities and improve overall student learning outcomes
(C) Satisfy mandatory annual compliance and financial audit protocols of the Finance Department
(D) Establish a formal administrative framework for authorizing extended extraordinary leave requests

18. Consider the following statements regarding the purpose of training in an educational institution:
I. It bridges the gap between current performance and expected performance.
II. It helps teachers adapt to new pedagogical technologies and curricula.
III. It guarantees an immediate financial increment upon completion.
IV. It fosters a culture of continuous learning and professional growth.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

19. Identify the correct sequence of steps involved in a standard Training Process:
(A) Needs Assessment → Designing Training → Implementation → Evaluation
(B) Designing Training → Implementation → Needs Assessment → Evaluation
(C) Evaluation → Needs Assessment → Implementation → Designing Training
(D) Implementation → Designing Training → Evaluation → Needs Assessment

20. Training Needs Analysis (TNA) is defined as:
(A) A formal summative assessment administered to participants at the end of a course to verify skill mastery
(B) A financial estimation process used by management to allocate funds for external off-the-job workshops
(C) Identifying performance gaps to determine if a training intervention is the appropriate solution
(D) A standardized administrative metric utilized by school heads to record and monitor staff attendance

21. According to the standard framework for Training Needs Analysis, which of the following is NOT one of the three core levels of analysis?
(A) Financial Return Analysis
(B) Organizational Analysis
(C) Task/Operational Analysis
(D) Individual/Person Analysis

22. When a Principal reviews the annual school result data and observes a significant drop in Mathematics scores, and subsequently decides that Mathematics teachers require pedagogical intervention, which level of TNA is being applied?
(A) Individual/Person Level Analysis
(B) Operational and Task Analysis
(C) Demographic Profile Analysis
(D) Organizational Level Analysis

23. A newly recruited Special Education Teacher is unsure how to formulate an Individualized Education Program (IEP). The Head of School identifies this specific knowledge gap. This represents which level of Training Needs Analysis?
(A) Task and Workflow Analysis
(B) Person Level Analysis
(C) Organizational Unit Analysis
(D) Broad Sectoral Level Analysis

24. Which of the following data sources is most appropriate for conducting a Person Analysis during TNA in a school?
(A) Recent legislative changes in national education policy directives
(B) Longitudinal trends in overall student enrolment and retention numbers
(C) Teacher performance appraisals and classroom observation records
(D) Annual operational allocations in the school maintenance budget

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severe unethical conduct and administrative malpractice. Appraisal processes must strictly adhere to established timelines, uphold professional integrity, and remain untainted by personal coercion, administrative threats, or unauthorized influence.

99. (A) Rating an employee highly due to shared personal traits or background with the rater
The similar-to-me error occurs when an evaluator gives more favorable performance ratings to subordinates who share similar personal characteristics, backgrounds, values, or interests with the rater. This subconscious projection bias distorts objective evaluation standards, giving unfair advantage to similar employees while penalizing those with differing backgrounds.

100. (C) Reliance on subjective feelings of the Head of School
An ethically sound and legally defensible performance appraisal system relies on objective criteria, transparent procedures, documented critical incidents, and formal grievance mechanisms. Relying on subjective feelings or personal impressions of the Head of School introduces evaluation bias, reduces rating reliability, compromises procedural justice, and invalidates organizational evaluation fairness.

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CHAPTER 08

Career Planning, Training and Development

1. In the context of educational management, which of the following best defines "career planning" for school teachers?
(A) The automatic process of granting financial upgradation under the Modified Assured Career Progression (MACP) scheme
(B) A deliberate process through which individuals identify their career goals and the organizational paths to achieve them
(C) The routine administrative allocation of teachers to different sections based on seniority
(D) The mandatory succession planning implemented by the Directorate of Education for all gazetted posts

2. The primary importance of career planning in an educational institution is to:
(A) Guarantee promotions for all teaching staff regardless of performance
(B) Minimize the need for continuous professional development (CPD) programs
(C) Replace the performance appraisal system with self-reported goals
(D) Align the professional aspirations of teachers with the strategic objectives of the school

3. Which of the following is considered an organizational benefit of effective career planning in government schools?
(A) Reduction in employee turnover and retention of high-performing teachers
(B) Complete elimination of disciplinary proceedings against staff
(C) Immediate reduction in the financial budget allocated for teacher salaries
(D) Centralization of all decision-making powers with the Head of School

4. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Career planning requires a collaborative approach between the teacher and the school administration.
Reason (R): Aligning individual career aspirations with organizational needs ensures better motivation and institutional effectiveness.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

5. The career planning process typically begins with which of the following steps?
(A) Self-assessment of personal skills and values
(B) Formulation of a realistic career strategy
(C) Alignment of individual and school goals
(D) Performance appraisal by reporting officer

6. Arrange the following steps of the career planning process in the correct sequential order:
I. Goal setting
II. Self-assessment
III. Execution of career plan
IV. Exploring career opportunities
(A) II, IV, I, III
(B) I, II, IV, III
(C) II, I, IV, III
(D) IV, II, I, III

7. Identify the incorrect statement regarding the career planning process in an educational setting:
(A) It is a continuous process rather than a one-time event
(B) It relies entirely on the seniority list maintained by the Directorate of Education
(C) It involves evaluating alternative career options within or outside the current role
(D) It requires periodic review and modification based on changing personal and organizational circumstances

8. Consider the following statements regarding the steps in career planning:
I. Self-assessment involves analyzing one's own

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skills, values, and career anchors.
II. Career counseling by superiors is strictly prohibited during the career planning process.
III. Action planning involves identifying the training and developmental experiences needed to achieve career goals.

Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II, and III

9. Which of the following best distinguishes a "career path" from a "career ladder"?
(A) A career ladder involves lateral departmental movements, whereas a career path is strictly vertical in nature.
(B) A career path applies strictly to non-teaching personnel, whereas a career ladder applies exclusively to teachers.
(C) There is no conceptual distinction; both terms are used completely interchangeably across administrative frameworks.
(D) A career ladder is a vertical sequence of jobs, while a career path includes lateral and cross-functional movements.

10. A TGT (Trained Graduate Teacher) wants to eventually become an educational policy analyst rather than a School Principal. To achieve this, the teacher seeks a temporary deputation to the SCERT to gain curriculum design experience.
This scenario best exemplifies:
(A) Following a flexible career path
(B) Climbing the traditional career ladder
(C) Bypassing the induction training process
(D) A violation of the succession planning protocol

11. In traditional school administration, moving from TGT to PGT, and then to Vice-Principal and Principal, is a classic example of:
(A) Job enrichment
(B) A career ladder
(C) Job rotation
(D) Lateral career mapping

12. A Principal realizes that the Vice-Principal will be retiring in six months. To ensure a smooth transition, the Principal begins identifying and mentoring a senior PGT who demonstrates strong administrative and leadership capabilities to eventually take on the role.
This action is best described as:
(A) Career laddering
(B) Succession planning
(C) Induction training
(D) Off-the-job development

13. Succession planning in a school context is primarily focused on:
(A) Ensuring continuous availability of qualified staff to fill critical leadership vacancies
(B) Managing retirement benefits, pension documentation, and superannuation files for retiring teachers
(C) Streamlining administrative and recruitment workflows for ad-hoc and temporary teaching staff
(D) Ensuring that all teaching and non-teaching personnel receive uniform annual financial increments

14. Which of the following is NOT a fundamental concept of succession planning?
(A) Identifying key administrative and leadership positions within the school
(B) Systematically assessing leadership potential among existing staff members
(C) Guaranteeing automatic promotion purely based on length of service
(D) Building structured internal talent pools to meet future leadership vacancies

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15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Succession planning differs significantly from immediate replacement planning.
Reason (R): Succession planning is a long-term strategy focused on developing leadership capacity, whereas replacement planning is a reactive measure to fill sudden vacancies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. In the context of human resource management in schools, "Training" is best defined as:
(A) A comprehensive educational framework aimed at fostering general cognitive and

49. Consider the following statements regarding Mentoring:
I. Mentoring is usually a long-term relationship based on mutual trust.
II. A mentor must always be the mentee's direct reporting supervisor.
III. Mentoring encompasses both psychosocial support and career guidance.
IV. Mentoring is strictly quantitative and relies on rigid performance metrics.
Which of the statements given above are correct?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, III, and IV only

50. In organizational development, the role of a Mentor involves serving as a:
(A) Disciplinary authority and vigilance officer
(B) Drawing and Disbursing Officer (DDO)
(C) Statutory auditor
(D) Role model, counselor, and guide

51. Which of the following describes the "Sponsorship" function of a mentor?
(A) Advocating for the mentee regarding key promotions and assignments
(B) Authorizing direct personal financial assistance or institutional loans to the mentee
(C) Shielding the mentee from routine institutional workloads and teaching responsibilities
(D) Personally completing daily administrative or teaching tasks assigned to the mentee

52. A newly promoted Vice-Principal is paired with an experienced Principal from another district. They meet once a month to discuss leadership challenges, career aspirations, and managing school climate. This relationship is best described as:
(A) Job shadowing
(B) Coaching
(C) Mentoring
(D) Performance appraisal

53. What is the primary distinction between Coaching and Mentoring?
(A) Coaching targets specific job skills, whereas mentoring focuses on broad career development
(B) Coaching focuses primarily on broad interpersonal relationships, whereas mentoring is strictly task-oriented
(C) Coaching is reserved exclusively for executive management, whereas mentoring targets entry-level staff
(D) There is no formal conceptual distinction; both are identical terms in modern personnel management

54. A Head of Department (HOD) sits with a teacher to demonstrate how to effectively use a smartboard for a geometry lesson and observes the teacher in the next class to provide feedback on that specific skill. This activity is a clear example of:
(A) Mentoring
(B) Succession Planning
(C) Induction
(D) Coaching

55. Consider the following combinations of concepts and their characteristics:
I. Coaching - Short-term, task-specific, driven by the supervisor
II. Mentoring - Long-term, development-oriented, driven by the mentee's needs
III. Training - Focuses on future strategic roles and broad philosophies
Which of the above pairs is/are matched correctly?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

56. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Evaluation of training effectiveness is critical to ensure that the resources invested yield the desired organizational outcomes.
Reason (R): Evaluation only occurs during the training session to monitor trainee attendance and engagement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

57. Kirkpatrick's Model for evaluating training effectiveness consists of four levels. Which of the following is the correct sequential order of these levels from lowest to highest?

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25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Conducting a comprehensive Training Needs Analysis (TNA) is a waste of resources if the Directorate of Education has already prescribed a generic training module for all teachers.
Reason (R): TNA helps in customizing training programs to address specific skill gaps, ensuring that training interventions are relevant and effective.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Which of the following is a characteristic of "On-the-job" training (OJT)?
(A) It occurs in actual work settings using real workplace tools and documents
(B) It relies almost exclusively on structured theoretical lectures delivered in an isolated academic setting
(C) It necessitates relieving the employee completely from routine duties for a prolonged period
(D) It is conducted primarily off-site at specialized state training institutes such as SCERT

27. Which of the following is an example of an On-the-job training method for teachers?
(A) Attending an intensive one-week residential professional workshop at a national institute
(B) Job rotation across different internal school administrative committees
(C) Enrolling in an accredited long-distance online university degree program
(D) Participating in simulated behavioral role-play sessions at a zonal training facility

28. The "Understudy" method of on-the-job training involves:
(A) Deputing an employee to an external peer organization to benchmark administrative practices
(B) Assigning an employee to assist a senior and prepare to assume their role
(C) Systematically rotating teaching staff across all subjects irrespective of specialization
(D) Organizing structured remedial instruction sessions for academically underperforming students

29. Which of the following is a major disadvantage of On-the-job training?
(A) The trainee may inherit bad habits from the trainer
(B) It incurs substantial administrative expenses related to travel, lodging, and venue hire
(C) It completely isolates the participating employee from their regular daily work environment
(D) It suffers from a total absence of practical relevance and real-world applicability

30. Match the On-the-job training methods in List I with their correct descriptions in List II:
List I: (Training Method)
P. Coaching
Q. Job Rotation
R. Committee Assignment
List II: (Description)
1. Moving a teacher across various administrative duties to broaden their understanding
2. A supervisor guiding a teacher on daily tasks to improve immediate performance
3. Placing a teacher in an advisory group to solve real school problems
(A) P-2, Q-1, R-3
(B) P-1, Q-2, R-3
(C) P-3, Q-1, R-2
(D) P-2, Q-3, R-1

31. Off-the-job training is most appropriate when:
(A) Essential specialized machinery or tools are strictly accessible at the physical workstation
(B) The institutional budget for professional staff development is entirely depleted or non-existent
(C) Immediate practical integration of skills into the routine daily workflow is critically required
(D) Mistakes made during initial training carry severe operational or safety hazards

32. Consider the following training methods:
I. Vestibule training
II. Mentoring
III. Simulation exercises
Which of the above are classified as off-the-job training methods?
(A) I and II only
(B) I and III only

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performance ratings, compromising broader educational quality and academic integrity.

89. (D) Validity of the performance criteria
When performance metrics reward pass percentages exclusively, leading teaching staff to discourage weak students, the evaluation system suffers from invalid performance criteria. Criteria lack validity when they fail to measure true educational contribution and instead incentivize undesirable workplace behaviors that contradict overarching institutional values and student welfare principles.

90. (A) Principle of Natural Justice
Including adverse remarks in an official annual APAR without prior advisories, written warnings, or opportunities for performance improvement during the reporting period directly violates principles of natural justice. Procedural fairness requires that employees receive timely warning of performance deficiencies, preventing unexpected adverse ratings and ensuring transparent administrative communication.

91. (B) Constitutional mandates of equality (Article 14 and 16) and ethics
A Principal who assigns top performance ratings based on regional bias rather than objective merit violates Articles 14 and 16 of the Indian Constitution, which guarantee equality before the law and equal employment opportunity. Favoritism breaches administrative ethics, compromises merit-based public service, and invalidates performance appraisal integrity.

92. (C) I and III only
Under the Right to Information Act 2005, an employee can access their own APAR, making Statement I correct. However, Statement III is also correct because colleagues' APARs represent personal information exempt from third-party disclosure under Section 8(1)(j) unless overwhelming public interest is proven, rendering Statement II incorrect.

93. (A) Perceived fairness of procedures used to determine appraisal ratings
Procedural justice in performance appraisal refers to the perceived fairness, consistency, and transparency of administrative processes used to evaluate employee performance. It requires standardized scoring rules, objective performance metrics, freedom from personal bias, and explicit opportunities for employee input and formal representation throughout the institutional assessment process.

94. (C) Allowing the employee 15 days to submit a representation against adverse remarks
The legal maxim audi alteram partem mandates that no individual should be condemned unheard. In APAR administration, this principle is satisfied by granting employees a formal 15-day window to submit representations against adverse remarks or low gradings, ensuring fair administrative review before final performance scores are finalized.

95. (D) A is false but R is true
Extrinsic rewards like salary increases are not the sole motivators for educators, making Assertion A false. Reason R is true because intrinsic factors—including professional growth, student achievement, peer recognition, and personal fulfillment—frequently play a far more vital role in driving long-term commitment and instructional excellence among teachers.

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96. (C) Placing a "No Report Available" certificate in the dossier if minimum supervision time was unmet
When a Reporting Officer fails to observe an employee for the mandatory minimum period—typically three months—due to transfer, service rules prohibit writing the annual report. In such instances, administrative authorities issue a formal No Report Available certificate for that specific period, maintaining dossier completeness without compromising evaluation validity.

97. (B) Perceived fairness in allocating rewards based on actual contributions
Distributive justice focuses on the perceived fairness of ultimate performance appraisal outcomes, such as pay raises, promotions, and organizational recognition relative to actual employee contributions. While procedural justice concerns evaluation process fairness, distributive justice ensures that tangible rewards are allocated equitably according to documented workplace merit and achievements.

98. (D) Delaying APAR completion to pressure a teacher into complying with illegal demands
Deliberately withholding or delaying APAR completion to coerce an employee into complying with improper or illegal demands represents

theoretical
(B) Pre-service programs are managed by SCERT, whereas in-service training is regulated by NCTE
(C) There is no formal conceptual or operational distinction between pre-service and in-service training
(D) Pre-service offers initial certification, while in-service updates ongoing professional skills

42. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In-service training programs are vital for maintaining the professional competence of teachers throughout their careers.
Reason (R): Educational paradigms, curricula, and assessment frameworks undergo periodic shifts that pre-service education cannot entirely anticipate.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

43. Consider the following methods:
I. Seminars and conferences
II. Summer institutes
III. Initial B.Ed. degree coursework
Which of the above are considered forms of in-service training for working teachers?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

44. The main purpose of a "Refresher Course" in the context of teacher training is to:
(A) Grant a formal, higher academic degree or diploma to the participating teacher
(B) Update existing knowledge and introduce recent advances in specific subject areas
(C) Socialize newly appointed teaching staff into the broader administrative and school culture
(D) Assess teacher classroom performance as a basis for executing mandatory punitive transfers

45. A TGT Science has been teaching the same curriculum for 10 years. Following the introduction of the National Education Policy (NEP) 2020, the Directorate of Education organizes a 5-day workshop specifically on integrating multidisciplinary approaches in Science teaching.
This workshop is best categorized as a/an:
(A) Refresher course
(B) Induction program
(C) Pre-service qualification
(D) Succession plan

46. While "Training" is typically focused on the current job, "Development" is generally focused on:
(A) Resolving immediate administrative or behavioral performance issues in the current workplace
(B) Restructuring and reducing the overall annual salary scale applicable to the employee
(C) Fostering long-term personal growth to prepare employees for future structural roles
(D) Completing mandatory statutory compliance documentation required by departmental regulations

47. Which of the following highlights a key difference between Training and Development?
(A) Training is designed for long-term growth, whereas development targets immediate short-term tasks
(B) Training is proactive and future-oriented, whereas development is reactive and task-focused
(C) Training is offered strictly to administrative personnel, while development applies to teachers
(D) Training targets current job skills, while development builds conceptual skills for future roles

48. Identify the incorrect statement regarding Employee Development:
(A) It represents a continuous, self-directed professional growth process supported by the institution
(B) It depends significantly on off-the-job learning tools and structured self-reflective practices
(C) Correcting immediate technical skill gaps is its primary overarching goal
(D) Mentoring programs and peer coaching serve as vital building blocks of the development framework

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(C) II and III only
(D) I, II, and III

33. Vestibule training is an off-the-job training method where:
(A) Participants gather in a formal lecture setting to analyze complex educational theories
(B) Trainees practice on real or simulated equipment away from live operational pressures
(C) Participants receive detailed written administrative case studies to evaluate independently at home
(D) Trainees observe experienced veteran educators delivering lessons through a two-way mirror setup

34. Which of the following off-the-job training techniques involves trainees acting out specific assigned roles to develop interpersonal and conflict-resolution skills?
(A) Programmed Instruction
(B) In-basket Exercise
(C) Job Instruction Training (JIT)
(D) Role Playing

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Off-the-job training allows teachers to focus entirely on learning without the immediate pressures of classroom management and syllabus completion.
Reason (R): The primary limitation of off-the-job training is the potential difficulty in transferring the learned skills back to the actual classroom environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Induction training for newly recruited teachers is primarily aimed at:
(A) Preparing new recruits for accelerated promotion to senior administrative leadership roles
(B) Fulfilling statutory administrative obligations for maintaining updated official service books
(C) Socializing new recruits into institutional culture, administrative policies, and workflows
(D) Formally assessing subject matter competence for official service confirmation and tenure

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37. Which of the following topics is LEAST likely to be covered during a formal induction program for new teachers?
(A) Macro-level national education policy formulation
(B) School timings, leave application rules, and official code of conduct
(C) Institutional history, foundational vision, and core strategic mission
(D) Standard operational procedures for conducting emergency building evacuations

38. A newly appointed PGT joins a government school. The Principal asks the Head of Department to take the new PGT around the school, introduce them to the staff, explain the timetable, and detail the continuous comprehensive evaluation format.
This administrative action is a component of:
(A) Succession planning
(B) Refresher training
(C) Corrective supervision
(D) Induction training

39. The psychological contract between a newly hired teacher and the school administration is heavily influenced during which phase of training?
(A) Pre-retirement counseling
(B) Induction training
(C) Mid-career refresher course
(D) Selection and recruitment advertising

40. In-service training programs for teachers are necessitated primarily by:
(A) The administrative necessity to spend remaining departmental funds before the fiscal year ends
(B) The static nature of pedagogy and curriculum which requires routine memorization
(C) Continuous updates in educational technology, pedagogy, and subject content
(D) The legal requirement to keep teachers occupied during summer vacations

41. Which of the following is a primary distinction between pre-service and in-service teacher education?
(A) Pre-service training is strictly practical, whereas in-service modules are completely

(A) Learning → Reaction → Results → Behavior
(B) Reaction → Learning → Behavior → Results
(C) Behavior → Reaction → Learning → Results
(D) Results → Behavior → Learning → Reaction

58. According to Kirkpatrick's Model, Level 1 (Reaction) measures:
(A) How trainees felt about the training program, instructor, and environment
(B) How much knowledge the trainees acquired during the training
(C) The extent to which trainees applied learning on the job
(D) The direct impact of the training on school performance metrics, like student pass percentage

59. At the conclusion of an in-service workshop, the organizers ask teachers to fill out a feedback form rating the clarity of the presenter and the usefulness of the handout materials. This represents which level of Kirkpatrick's evaluation?
(A) Level 1 - Reaction
(B) Level 2 - Learning
(C) Level 3 - Behavior
(D) Level 4 - Results

60. To evaluate Level 2 (Learning) of Kirkpatrick's Model, an administrator would most likely use:
(A) Participant satisfaction feedback surveys and smile sheets
(B) Knowledge-based pre-tests and post-tests
(C) Multi-year classroom observation rubrics and metrics
(D) School-wide annual dropout and retention statistics

61. Level 3 (Behavior) of Kirkpatrick's evaluation model is often the most challenging to measure because:
(A) Assessing workplace application of new skills requires sustained observation over time
(B) It necessitates performing complex calculations to evaluate total financial return on investment
(C) Participating teachers routinely decline to complete standardized post-training written evaluations
(D) It measures only immediate affective and emotional reactions upon completing the training session

62. A Principal implements a new pedagogical framework for formative assessment. Six months later, the Principal analyzes the school's overall board examination results to see if the new framework improved student achievement. In Kirkpatrick's Model, this represents an evaluation at:
(A) Level 1
(B) Level 2
(C) Level 3
(D) Level 4

63. In the context of educational administration, the nodal agency responsible for the academic and professional support of teachers, including the preparation of state curriculum and in-service training programs, is:
(A) NCTE
(B) CBSE
(C) NIEPA
(D) SCERT

64. What is the primary role of a DIET (District Institute of Education and Training) in the context of teacher training?
(A) Conducting centralized recruitment competitive examinations for public school Principals
(B) Regulating fee structures and admission quotas for private unaided educational institutions
(C) Providing elementary teacher training and academic support at the district level
(D) Processing and disbursing retirement benefits and monthly pensions for department staff

65. Consider the following roles:
I. Action research at the district level
II. Development of contextualized teaching-learning materials (TLM)
III. Issuing binding transfer orders for PGTs across the state
IV. Providing academic support to primary and upper-primary schools
Which of these are the designated functions of a DIET?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

66. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

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explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

98. Which of the following situations is best suited for "On-the-job" training rather than "Off-the-job" training?
(A) Training science faculty members to safely contain and neutralize hazardous laboratory chemical spills
(B) Training teachers on a radical national educational philosophy requiring extensive theoretical debate
(C) Executing complex simulation exercises for managing hostile intruder building lockdown procedures
(D) Guiding a Vice-Principal on navigating the live school attendance portal

99. The "Peter Principle" in career management suggests that:
(A) Employees tend to rise to their level of incompetence
(B) Training always results in immediate performance improvement
(C) Mentoring is only effective if the mentor is exactly five years older than the mentee
(D) Succession planning is irrelevant in government hierarchies

100. A Principal completes a TNA, designs a workshop, and executes it. However, the teachers state that they found the content completely disconnected from the realities of their classrooms. This failure indicates a breakdown primarily in which phase?
(A) The Kirkpatrick Level 4 Results evaluation metric
(B) The operational execution of the mentoring program
(C) The initial Needs Assessment phase
(D) The post-training formal disciplinary review process

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(D) Veteran reluctance, believing training is only necessary for novices

74. Consider the following potential barriers to training effectiveness:
I. Poorly conducted Training Needs Analysis leading to irrelevant content
II. Lack of post-training follow-up and support by the Principal
III. Alignment of training objectives with the school's strategic vision
Which of the above act as barriers?
(A) I only
(B) I and II only
(C) II and III only
(D) I, II, and III

75. To overcome barriers to training effectiveness, a Principal should ensure that:
(A) Treating professional training as a single isolated event rather than a continuous process
(B) Fostering a supportive school climate for risk-taking and applying new skills
(C) Enforcing punitive administrative measures when trainees do not show instant results
(D) Deputing exclusively junior teachers for external training to minimize routine disruption

76. A Principal notices that despite sending all PGTs for a workshop on ICT integration, only two are using digital tools in class. The primary issue here relates to:
(A) Comprehensive Training Needs Analysis
(B) Transfer of Learning
(C) Formal Induction Protocols
(D) Strategic Succession Planning

77. Which of the following is NOT an effective strategy for promoting the transfer of training to the classroom?
(A) Restricting access to the materials and equipment needed to apply the new skills
(B) Providing peer coaching and mentoring post-training
(C) Allowing time for collaborative planning among trained teachers
(D) Recognizing and rewarding teachers who successfully implement the new techniques

78. In career planning, "Career Anchors" refers to:
(A) Geographical and institutional settings where an employee uniquely prefers to be stationed
(B) Binding statutory regulations that restrict an employee from tendering a voluntary resignation
(C) Self-perceived competencies, motives, and core values guiding career choices
(D) Mandatory financial indemnity bonds executed by new hires during initial induction training

79. Edgar Schein's concept of Career Anchors is most useful during which phase of human resource management?
(A) Formulating the official disciplinary code of conduct
(B) Processing general provident fund (GPF) advance applications
(C) Procuring classroom furniture and physical infrastructure
(D) Facilitating individual career planning and growth

80. Action Learning is a development method that involves:
(A) Systematically memorizing administrative and legal frameworks governing public school systems
(B) Attending passive guest lectures focused primarily on theoretical educational concepts
(C) Solving real organizational problems in groups while taking action and reflecting
(D) Executing rigorous formal financial audits of annual institutional expenditure records

81. Consider the following statements about the Pre-Service Teacher Education (PSTE) and In-service Field Interaction and Innovation Coordination (IFIC) branches:
I. They are key academic branches within a DIET.
II. PSTE is responsible for conducting the diploma programs for aspiring teachers.
III. IFIC acts as the nodal branch for organizing continuous professional development programs for working teachers in the district.
IV. Both branches operate strictly under the purview of the University Grants Commission (UGC).
Which of the above statements are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

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specific areas where individual teachers need targeted instructional support.

25. (D) A is false but R is true
Training Needs Analysis remains vital even when central authorities prescribe standard modules, because generic programs may not address localized classroom challenges. TNA ensures training content is adapted or supplemented to target specific skill gaps effectively. Tailoring developmental programs based on systematic analysis maximizes relevance, improves instructional outcomes, and optimizes resource utilization within schools.

26. (A) It occurs in actual work settings using real workplace tools and documents
On-the-job training takes place directly within the employee's actual working environment during the performance of daily tasks. It utilizes real tools, equipment, registers, and operational workflows under direct supervision. This hands-on approach allows trainees to learn within authentic operational contexts, facilitating immediate practical learning, direct feedback, and immediate skill application without work disruption.

27. (B) Job rotation across different internal school administrative committees
Job rotation within internal administrative committees is a classic example of on-the-job training. By rotating through committees handling examinations, discipline, or academic planning, teachers perform real operational tasks within their actual school setting. This practical experience broadens institutional knowledge, develops key administrative capabilities, and enhances overall organizational understanding in real working conditions.

28. (B) Assigning an employee to assist a senior and prepare to assume their role
The understudy method is an on-the-job training technique where a designated employee works closely as an assistant to an experienced senior officer. Through direct observation, task delegation, and continuous guidance, the trainee learns the complex administrative, operational, and decision-making duties. This structured preparation ensures seamless succession when the senior officer eventually departs.

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29. (A) The trainee may inherit bad habits from the trainer
A significant limitation of on-the-job training is the potential transmission of inefficient work practices, informal shortcuts, or undesirable habits from experienced supervisors to trainees. Because learning occurs through direct imitation during routine work, trainees exposed to flawed instructional methods may replicate those unproductive behaviors, perpetuating suboptimal operational standards across the school.

30. (A) P-2, Q-1, R-3
Coaching involves direct continuous supervisor guidance to improve day-to-day task performance. Job rotation systematically moves an employee across various duties and positions to broaden operational awareness and administrative skill. Committee assignment places staff members within structured advisory groups tasked with evaluating and solving specific real-world organizational challenges, enhancing collective institutional decision-making capabilities.

31. (D) Mistakes made during initial training carry severe operational or safety hazards
Off-the-job training is especially necessary when executing tasks in real operational environments carries substantial safety risks, severe financial consequences, or high error costs. Conducting training away from the active workplace creates a safe controlled setting where trainees can master complex procedures, practice crisis management, and build technical proficiency without imperiling ongoing institutional operations.

32. (B) I and III only
Vestibule training and simulation exercises are classified as off-the-job training methods because learning occurs outside the actual working environment using simulated conditions or equipment. In contrast, mentoring is typically an ongoing development relationship integrated into workplace activities. Off-the-job methods allow participants to acquire complex skills, practice simulated scenarios, and receive systematic instruction.

33. (B) Trainees practice on real or simulated equipment away from live operational pressures
Vestibule training is an off-the-job instructional technique where a realistic learning environment replicating actual workstation conditions is set up

to attend school on staff development days
(D) Timetable constraints in arranging substitute cover for active classes

90. Which of the following is considered a best practice for maximizing the impact of Induction Training?
(A) Spreading induction over weeks and combining it with mentoring
(B) Compressing all administrative orientation material into an intensive single-day lecture
(C) Omitting school culture topics to focus exclusively on technical and bureaucratic rules
(D) Scheduling the formal induction program only after teachers finish their probation period

91. In the context of CPD, what does "Reflective Practice" entail?
(A) Memorizing state educational codes and regulatory manuals to reproduce them verbatim
(B) Analyzing teaching experiences to continuously improve pedagogical practice
(C) Submitting detailed daily administrative reports to the zonal office regarding student attendance
(D) Replicating standardized instructional lesson plans authored by senior faculty members without modification

92. Consider the following characteristics:
I. Voluntary participation
II. Focused on exploring future career goals
III. Hierarchical and strictly evaluative
IV. High degree of mutual trust
Which of the above are typical characteristics of an effective Mentoring relationship?
(A) I, II, and IV only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

93. A government school implements a "Peer Observation Protocol" where teachers observe each other's classes and provide constructive feedback. This practice is fundamentally a tool for:
(A) Collaborative learning and professional growth
(B) Annual performance appraisal tied directly to financial pay increments
(C) Departmental vigilance surveillance and formal disciplinary documentation
(D) Off-the-job theoretical training conducted at external institutes

94. The concept of a "Learning Organization", popularized by Peter Senge, applies to schools when they:
(A) Maintain a strict organizational boundary separating teaching responsibilities from administration
(B) Focus institutional resources entirely on rote learning methodologies for high-stakes examinations
(C) Enable ongoing learning for all members to adapt and achieve educational goals
(D) Depend exclusively on external administrative consultants for policy decision-making processes

95. A Training Needs Analysis (TNA) identifies that physical education teachers are not enforcing basic safety protocols on the field. Which type of training intervention is most urgently required?
(A) Comprehensive long-term career mentoring
(B) Vestibule training on safety protocols in gymnastics
(C) Broad refresher courses covering historical sports management
(D) Direct task-specific safety coaching

96. "Job Shadowing" is a developmental technique where:
(A) A senior administrator covertly monitors a teacher during instruction without prior notification
(B) Two educators exchange assigned classes and subject responsibilities for a full academic term
(C) Observing an experienced professional performing daily duties to learn a role
(D) A new recruit independently reads operational job manuals and guidelines in the central library

97. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Succession planning ensures institutional memory is preserved and leadership transitions are smooth.
Reason (R): By systematically identifying and developing internal talent, a school reduces its vulnerability to sudden administrative vacuums.
(A) Both A and R are true and R is the correct

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Assertion (A): SCERT works in close coordination with the Directorate of Education (DoE) to design and execute in-service training programs.
Reason (R): Effective training requires aligning academic modules designed by SCERT with the operational needs and administrative feedback provided by DoE.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. The National Education Policy (NEP) 2020 emphasizes Continuous Professional Development (CPD) for teachers. According to NEP 2020, every teacher and head teacher is expected to participate in at least how many hours of CPD opportunities every year?
(A) 20 hours
(B) 30 hours
(C) 50 hours
(D) 100 hours

68. Which of the following statements best describes Continuous Professional Development (CPD)?
(A) A single professional certification completed at the outset of an entry-level teaching career
(B) A mandatory foundational orientation program required to successfully clear probation
(C) An ongoing process of tracking skills and knowledge gained formally and informally
(D) A formal administrative procedure aimed at evaluating and sanctioning underperforming staff

69. Consider the following activities:
I. Attending formal workshops
II. Participating in peer observation and collaborative lesson planning
III. Engaging in action research in the classroom
IV. Reading educational journals and reflecting on practice
Which of the above are valid modes of Continuous Professional Development (CPD) for teachers?
(A) I and IV only
(B) I, II, and III only
(C) II, III, and IV only
(D) I, II, III, and IV

70. A school Principal asks teachers to maintain a 'Professional Portfolio' documenting their participation in seminars, new teaching strategies implemented, and self-reflections on student outcomes. This practice primarily supports:
(A) Formulation of formal departmental disciplinary actions
(B) Recruitment procedures for appointing new ad-hoc faculty
(C) Administrative delegation of financial spending authority
(D) Tracking continuous professional development (CPD) efforts

71. One of the major systemic barriers to effective training in government educational institutions is:
(A) Exceptionally high intrinsic motivation and professional drive among teaching staff
(B) Weak links between training outcomes and career advancement or appraisals
(C) Surplus teaching personnel allowing uninterrupted release of staff for training programs
(D) Exorbitant subscription fees associated with self-paced digital learning platforms

72. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The "Transfer of Training" is often cited as a major barrier in school professional development programs.
Reason (R): Teachers frequently face a lack of resources, time constraints, and administrative resistance when attempting to apply newly learned pedagogical techniques in their actual classrooms.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

73. Which of the following is considered an attitudinal barrier to effective training among experienced teachers?
(A) Technical non-functionality of audio-visual equipment in training halls
(B) Administrative deficits in sanctioned budget allocations for staff TA/DA
(C) Shortage of qualified subject experts and resource persons from SCERT

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ANSWERS

1. (B) A deliberate process through which individuals identify their career goals and the organizational paths to achieve them
Career planning serves as a structured mechanism enabling professionals to evaluate their capabilities, establish distinct goals, and chart suitable trajectories within an organization. Within educational administrative frameworks, this systematic alignment allows educators to integrate their personal professional aspirations with school goals, thereby driving sustained motivation, enhancing teaching competencies, and fostering institutional development over time.

2. (D) Align the professional aspirations of teachers with the strategic objectives of the school
The fundamental purpose of career planning within academic settings is creating harmony between individual teacher goals and overall institutional priorities. Aligning personal professional growth with strategic educational objectives boosts job satisfaction, reduces staff turnover, and ensures organizational efficiency. This administrative synergy fosters a shared vision, encouraging teachers to continuously upgrade competencies while contributing effectively to institutional growth.

3. (A) Reduction in employee turnover and retention of high-performing teachers
Effective career planning benefits educational institutions by fostering employee commitment and institutional loyalty. When capable teachers recognize clear advancement opportunities and supportive development pathways, they are significantly more likely to remain within the school system. Reducing staff turnover preserves institutional knowledge, maintains instructional stability, minimizes recruitment costs, and strengthens academic performance across the organization.

4. (A) Both A and R are true and R is the correct explanation of A
Career planning in school environments requires active collaboration between administrative leadership and individual educators. Teachers bring personal career ambitions, whereas administrators provide organizational pathways, resource support, and structural guidance. Aligning these individual goals with organizational needs enhances staff motivation, engagement, and operational effectiveness, making joint collaboration an essential foundation for successful career progression within educational institutions.

5. (A) Self-assessment of personal skills and values
The career planning process begins with systematic self-assessment, where individuals analyze their skills, personal values, strengths, weaknesses, and professional interests. Understanding personal capabilities and motivations provides a clear baseline before exploring available career opportunities or formulating action plans. Without realistic self-assessment, subsequent career goals and developmental efforts lack direction, making self-awareness the foundational first step.

6. (A) II, IV, I, III
Career planning follows a logical sequence starting with self-assessment to evaluate individual strengths and interests. Next, the individual explores available career opportunities and paths within or outside the organization. Based on this exploration, specific career goals are established. Finally, the individual executes the career plan through continuous learning, targeted training, and professional development activities to achieve those goals.

7. (B) It relies entirely on the seniority list maintained by the Directorate of Education
Career planning is a dynamic, individual-centered process that emphasizes personal goal setting, self-assessment, professional growth, and skill acquisition over time. It is not an automatic administrative routine determined solely by official seniority lists. While seniority plays a role in structural government promotions, career planning involves proactive individual choices, continuous learning, periodic evaluations, and exploring alternative professional paths.

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8. (B) I and III only
Self-assessment enables individuals to analyze personal competencies, values, and career anchors to establish meaningful professional goals. Action planning involves identifying necessary skill development and experiential opportunities required to attain those targets. Contrary to being prohibited, career counseling and guidance from administrative supervisors are active and beneficial components that support teachers in making informed career decisions.

9. (D) A career ladder is a vertical sequence of jobs, while a career path includes lateral and cross-functional movements.
A career ladder represents a traditional, linear progression focused strictly on vertical promotions through defined organizational hierarchies. In contrast, a career path is a broader, flexible framework that encompasses both vertical advancements and lateral movements across different functional domains. Career paths allow employees to gain diverse professional experiences, acquire new competencies, and explore varied operational roles.

10. (A) Following a flexible career path
Moving laterally into curriculum design via deputation to an external academic agency rather than climbing standard administrative levels demonstrates a flexible career path. Unlike rigid vertical promotions along a fixed hierarchy, flexible career paths incorporate cross-functional experiences, specialized assignments, and lateral movements, allowing professionals to align their unique career aspirations with specialized educational fields.

11. (B) A career ladder
A career ladder describes a traditional, vertical promotional hierarchy within an institutional structure. Progressing sequentially from Trained Graduate Teacher to Post Graduate Teacher, Vice-Principal, and Principal illustrates a structured step-by-step upward progression. Each level on the career ladder carries increased administrative responsibilities, higher authority, elevated pay scales, and greater leadership accountability in school management.

12. (B) Succession planning
Succession planning involves identifying and developing potential internal talent to fill key leadership positions when vacancies arise. Proactively mentoring a qualified staff member six months prior to an upcoming retirement ensures leadership continuity and institutional stability. This proactive strategy prevents administrative vacuums, preserves organizational memory, and prepares future leaders through targeted development.

13. (A) Ensuring continuous availability of qualified staff to fill critical leadership vacancies
Succession planning focuses on maintaining institutional leadership continuity by identifying, nurturing, and preparing qualified candidates for key positions before vacancies occur. In educational administration, this structured approach ensures that sudden or planned departures of critical personnel, such as Principals or department heads, do not disrupt ongoing school governance, academic programs, or administrative operations.

14. (C) Guaranteeing automatic promotion purely based on length of service
Succession planning relies on objective assessments of potential, leadership capabilities, and targeted professional development rather than automatic promotions based solely on length of service. Modern organizational management emphasizes merit, readiness, and strategic skill acquisition to fill critical vacancies. Granting automatic upward movement based purely on seniority ignores individual leadership competence and contradicts core planning principles.

15. (A) Both A and R are true and R is the correct explanation of A
Succession planning and replacement planning represent distinct human resource strategies. Replacement planning is a short-term, reactive measure aimed at filling immediate operational vacancies with available personnel. In contrast, succession planning is a proactive, long-term strategic initiative focused on systematically identifying, mentoring, and developing high-potential employees to build organizational leadership capacity over time.

16. (C) A systematic process of imparting specific skills, knowledge, and attitudes required for a particular job
Training refers to a structured administrative and educational process designed to enhance specific competencies required for effective performance in a current job role. It focuses on

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short-term skill acquisition, practical knowledge, and operational proficiency. In educational institutions, training programs equip teachers with specific pedagogical tools, assessment methodologies, and technical abilities needed to handle daily classroom responsibilities.

17. (B) Enhance teacher instructional capabilities and improve overall student learning outcomes
The fundamental objective of teacher training programs is refining instructional techniques, subject knowledge, and classroom management strategies. By updating teaching methodologies and addressing pedagogical gaps, training directly enhances the quality of classroom instruction. Consequently, improved teaching effectiveness leads to heightened student engagement, better conceptual understanding, and superior academic performance across the educational institution.

18. (B) I, II, and IV only
Teacher training addresses performance gaps, facilitates adaptation to new educational technologies or curricula, and promotes continuous professional growth. These outcomes enhance overall instructional quality and institutional standards. However, completing a training program does not automatically grant an immediate financial pay increment, as salary adjustments in government frameworks depend on statutory service rules, grade promotions, and official schemes.

19. (A) Needs Assessment → Designing Training → Implementation → Evaluation
A systematic training process begins with Needs Assessment to identify specific skill gaps and performance requirements. Once needs are established, instructional designers create appropriate training modules and materials. Next, the training program is implemented by delivering content to participants. Finally, evaluation is conducted to measure training effectiveness, participant learning, and institutional impact for future improvement.

20. (C) Identifying performance gaps to determine if a training intervention is the appropriate solution
Training Needs Analysis is a systematic diagnostic process used to identify discrepancies between desired performance standards and current employee capabilities. By investigating root causes of performance gaps, administrators can determine whether training is required or if organizational issues demand non-training solutions. This diagnostic phase ensures that training initiatives target actual needs, allocating institutional resources effectively.

21. (A) Financial Return Analysis
The standard framework for Training Needs Analysis comprises three core levels: Organizational Analysis, Task or Operational Analysis, and Individual or Person Analysis. Organizational analysis examines institutional goals and resources, task analysis identifies required job competencies, and person analysis determines who needs training. Financial Return Analysis is a post-training evaluation technique rather than a foundational level.

22. (D) Organizational Level Analysis
Analyzing overall school pass percentages and subject-wise academic results examines broad institutional performance metrics. Organizational level analysis assesses school-wide strategic goals, system performance, and systemic weaknesses to determine where instructional interventions are required across departments. When leadership identifies subject-wide declines in academic trends, training decisions stem directly from organizational performance data.

23. (B) Person Level Analysis
Person level analysis focuses on identifying specific knowledge gaps, skill deficiencies, and developmental needs of an individual employee. When an administrator observes that a particular teacher lacks proficiency in formulating Individualized Education Programs, the assessment targets individual competence. This diagnostic step ensures that tailored training interventions are provided to help that specific employee improve.

24. (C) Teacher performance appraisals and classroom observation records
Person analysis aims to determine individual performance gaps and specific training requirements among employees. Conducting person analysis effectively relies on individual data sources such as annual performance appraisals, direct classroom observation records, supervisor evaluations, and self-assessment reports. These personalized records reveal exact skill deficiencies, operational challenges, and

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82. Which among the following is an intrinsic motivation factor that drives a teacher towards effective Continuous Professional Development (CPD)?
(A) Earning a mandated certificate to avoid a salary deduction
(B) Fulfilling the mandatory order issued by the Zonal Education Officer
(C) Gaining leverage for a geographical transfer request
(D) Achieving personal mastery and self-efficacy in teaching methods

83. The concept of "Job Enlargement" as a development tool involves:
(A) Expanding job scope by adding similar-level tasks
(B) Enhancing job depth by incorporating formal managerial decision-making responsibilities
(C) Systematically rotating personnel across entirely distinct operational departments
(D) Formally promoting an employee to a higher administrative grade and salary scale

84. "Job Enrichment" differs from Job Enlargement because it focuses on:
(A) Horizontal expansion and loading of routine operational duties
(B) Systematically reducing the weekly required working hours of personnel
(C) Vertical loading of duties with greater autonomy and decision control
(D) Outsourcing specialized administrative tasks to external service vendors

85. A school Principal notices that an experienced TGT Science is highly capable but feeling stagnant. The Principal assigns this teacher the responsibility of designing the entire school's science fair, managing the budget, and leading a team of junior teachers. This is an application of:
(A) Job Enrichment
(B) Vestibule Training
(C) Punitive Transfer
(D) Off-the-job Training

86. Which of the following correctly describes a "Development Center" approach in human resource management?
(A) A physical administrative building where public school teachers collect monthly salary cheques
(B) A specialized regional institute established to oversee primary school student welfare programs
(C) An automated enterprise software platform utilized for daily biometric attendance tracking
(D) Evaluating and developing managerial potential using multiple assessment tools

87. Match the evaluation level in Kirkpatrick's model in List I with its corresponding key question in List II:
List I: (Evaluation Level)
P. Reaction
Q. Learning
R. Behavior
S. Results
List II: (Key Question)
1. Did the trainees find the training engaging and relevant?
2. Did trainees acquire the intended knowledge and skills?
3. Are trainees using what they learned on the job?
4. Did the training positively impact the organization's goals?
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-3, S-4
(C) P-1, Q-3, R-2, S-4
(D) P-3, Q-2, R-1, S-4

88. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Head of School (Principal) plays a pivotal instructional leadership role in the continuous professional development of the staff.
Reason (R): A Principal can facilitate site-based training, peer mentoring, and create a climate conducive to the transfer of learning.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

89. A common structural barrier to organizing effective in-house training for teachers during the academic session is:
(A) Widespread absence of standardized and approved daily instructional lesson plans
(B) An overabundance of allocated departmental funds necessitating tedious financial audits
(C) General reluctance or refusal among students

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away from the active operational floor. Trainees practice using real tools or simulated equipment without facing live work pressures, safety risks, or service disruptions, enabling them to gain practical mastery before transitioning to actual job environments.

34. (D) Role Playing
Role playing is an off-the-job training technique where participants act out designated realistic scenarios to practice interpersonal interactions, leadership behaviors, communication styles, and conflict resolution techniques. By stepping into realistic operational roles, participants gain self-awareness, observe alternative peer perspectives, and receive immediate feedback in a supportive learning environment, developing vital interpersonal management skills.

35. (B) Both A and R are true but R is not the correct explanation of A
Off-the-job training offers a dedicated environment free from routine workplace distractions, allowing participants to focus entirely on skill acquisition and theoretical learning. However, a major challenge is ensuring the transfer of training back to actual practice. While both statements are factually correct, the potential difficulty in skill transfer explains a limitation rather than why the focused setting works.

36. (C) Socializing new recruits into institutional culture, administrative policies, and workflows
Induction training serves as an essential orientation process designed to introduce newly hired employees to the school culture, organizational values, administrative policies, and daily operational workflows. By familiarizing recruits with administrative expectations, institutional norms, and communication channels, induction training facilitates smooth integration into the school environment, reducing initial role ambiguity significantly.

37. (A) Macro-level national education policy formulation
Induction training for new teachers focuses on practical, site-specific operational knowledge required for daily functioning, such as school rules, leave procedures, administrative codes, safety protocols, and institutional expectations. Broad macro-level national policy formulation is a high-level strategic topic irrelevant to immediate daily classroom integration, making it least likely to feature in induction.

38. (D) Induction training
Guiding a newly appointed teacher through campus facilities, introducing colleagues, explaining class timetables, and detailing evaluation formats are core components of induction training. This orientation process helps new staff adjust to institutional procedures and workplace norms. Fostering familiarization with administrative and pedagogical protocols during initial entry ensures smooth professional transition into daily instructional duties.

39. (B) Induction training
The psychological contract comprises unwritten mutual expectations, values, and commitments between an employee and the organization. Induction training significantly influences this psychological relationship because initial orientation sets institutional standards, clarifies mutual obligations, establishes organizational culture, and communicates support. Positive induction experiences align employee expectations with school values, building high trust and organizational commitment.

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40. (C) Continuous updates in educational technology, pedagogy, and subject content
In-service training is vital because educational field dynamics, pedagogical methodologies, curriculum frameworks, and instructional technologies undergo continuous evolution. To maintain high instructional standards, working teachers must routinely refresh subject knowledge, learn modern classroom technologies, and implement updated pedagogical practices. In-service training ensures educators remain professionally competent, adaptive, and effective throughout their active careers.

41. (D) Pre-service offers initial certification, while in-service updates ongoing professional skills
Pre-service teacher education provides foundational academic preparation, pedagogical theory, and formal qualification required to enter the teaching profession and obtain initial certification. Conversely, in-service teacher education targets practicing teachers already in service, focusing on continuous skill refinement, updating subject knowledge, adapting to curricular shifts, and mastering contemporary

instructional practices, which depends heavily on administrative support.

77. (A) Restricting access to the materials and equipment needed to apply the new skills
Restricting access to necessary instructional materials and technological equipment directly impedes the application of new competencies, creating a severe obstacle to training transfer. Effective transfer of learning requires administrative support, availability of required resources, time for collaborative peer planning, continuous post-training mentoring, and positive recognition for innovative instructional practices across classrooms.

78. (C) Self-perceived competencies, motives, and core values guiding career choices
In career development theory, career anchors represent an individual's self-perceived values, core motives, talents, and non-negotiable competencies that guide, constrain, and stabilize their career choices. Conceptualized by Edgar Schein, these inner anchors reflect what a person will not give up when forced to make career decisions, serving as a guiding compass.

79. (D) Facilitating individual career planning and growth
Edgar Schein's Career Anchors framework is most valuable during individual career planning, counseling, and human resource development. By helping employees identify their core career anchors—such as technical competence, managerial autonomy, security, or service—administrators can align career development pathways, job assignments, and promotional opportunities with individual personal values, maximizing overall job satisfaction.

80. (C) Solving real organizational problems in groups while taking action and reflecting
Action learning is a continuous professional development technique where small collaborative groups work together to address actual, complex organizational problems. Participants take practical administrative actions, analyze real-world results, and systematically reflect on their experiences. This experiential methodology integrates practical problem-solving with critical reflection, enhancing administrative leadership capabilities within educational institutions.

81. (A) I, II, and III only
Pre-Service Teacher Education and In-service Field Interaction branches are core academic units within District Institutes of Education and Training. PSTE conducts diploma courses for prospective teachers, while IFIC coordinates in-service programs for serving teachers. However, DIETs operate under state educational administrative frameworks rather than under the direct purview of the University Grants Commission.

82. (D) Achieving personal mastery and self-efficacy in teaching methods
Intrinsic motivation stems from internal desires for personal growth, mastery, self-efficacy, and professional fulfillment rather than external rewards or regulatory mandates. Striving to master new teaching methodologies to enhance instructional competence and student understanding represents intrinsic motivation. In contrast, acquiring certificates to avoid penalties represents an extrinsic motivator in educational settings.

83. (A) Expanding job scope by adding similar-level tasks
Job enlargement is a human resource development technique that involves expanding an employee's job scope by horizontally adding similar-level tasks and duties without changing the underlying authority or complexity level. By diversifying routine activities and broadening operational responsibilities, job enlargement aims to reduce monotony and increase work variety in administrative settings.

84. (C) Vertical loading of duties with greater autonomy and decision control
Job enrichment differs from job enlargement by incorporating vertical loading of responsibilities, providing employees with higher autonomy, managerial decision-making authority, and accountability. While enlargement merely adds more horizontal tasks of similar complexity, enrichment deepens job content by granting greater control over planning, execution, and evaluation, fostering intrinsic professional growth effectively.

85. (A) Job Enrichment
Assigning a senior teacher complete responsibility for designing a major institutional event, managing allocated budgets, and leading

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auditor. Mentors share accumulated experience, offer constructive feedback, provide emotional support, and assist mentees in navigating institutional culture and career opportunities. This supportive guidance fosters confidence, professional growth, and strategic planning.

51. (A) Advocating for the mentee regarding key promotions and assignments
In mentoring frameworks, sponsorship refers to the mentor using their organizational influence and institutional standing to advocate for the mentee. This includes nominating the mentee for key committee assignments, highlighting their achievements to senior leadership, endorsing them for promotions, and opening structural pathways for professional visibility and rapid institutional career advancement.

52. (C) Mentoring
A regular developmental relationship between an experienced administrator and a newly appointed leader focusing on broad leadership challenges, climate management, and long-term career aspirations exemplifies mentoring. Unlike short-term task training, mentoring provides ongoing qualitative guidance, psychosocial support, and reflective dialogue aimed at enhancing overall professional wisdom and administrative leadership capacity effectively.

53. (A) Coaching targets specific job skills, whereas mentoring focuses on broad career development
Coaching and mentoring differ in focus, duration, and scope. Coaching is generally short-term, structured, and task-specific, focusing on improving particular operational skills or job performance metrics under direct supervisory instruction. Mentoring is a broader, long-term, relationship-driven process focused on holistic career development, professional identity, leadership growth, and overall long-term personal aspirations.

54. (D) Coaching
Demonstrating a specific operational skill, such as utilizing interactive equipment during instruction, followed by classroom observation and targeted feedback, is a classic application of coaching. Coaching centers on immediate performance refinement, task-specific skill building, and direct supervisor feedback to improve specific teaching practices and ensure effective execution within active classroom environments.

55. (B) I and II only
Coaching is short-term, supervisor-driven, and task-oriented, focusing on immediate performance improvement. Mentoring is a long-term, mentee-driven relationship focused on broad professional growth and career pathways. Training, however, is typically short-term and job-focused rather than focused on future strategic roles and philosophies, which describes development. Thus, only the first two pairs are correct.

56. (C) A is true but R is false
Evaluating training effectiveness is essential to measure whether developmental investments yield improved performance and organizational outcomes. However, evaluation is not limited to observing attendance during sessions. Comprehensive evaluation occurs across multiple stages, including pre-training assessments, post-training skill tests, long-term classroom behavioral observations, and structural institutional outcome evaluations to verify overall instructional impact.

57. (B) Reaction → Learning → Behavior → Results
Kirkpatrick's Four-Level Training Evaluation Framework follows a logical hierarchy measuring training impact. Level 1 evaluates Reaction, assessing participant satisfaction. Level 2 evaluates Learning, measuring acquired knowledge and skills. Level 3 assesses Behavior, observing on-the-job application of new competencies over time. Level 4 measures Results, evaluating ultimate organizational impact and performance improvements.

58. (A) How trainees felt about the training program, instructor, and environment
Level 1 of Kirkpatrick's model measures Reaction, capturing participants' immediate feedback regarding the training experience. It evaluates participant satisfaction with course materials, venue comfort, delivery pace, trainer competence, and overall relevance. This initial evaluation level determines whether trainees perceived the program as engaging, well-structured, and worthwhile, providing useful administrative feedback for future refinements.

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59. (A) Level 1 - Reaction
Administering end-of-workshop feedback surveys to capture teacher perceptions regarding presenter clarity, venue quality, and material usefulness measures Level 1 (Reaction) in Kirkpatrick's evaluation model. This level focuses strictly on immediate participant satisfaction and affective response, gauging how well trainees received the learning experience without measuring actual knowledge acquisition or classroom practice.

60. (B) Knowledge-based pre-tests and post-tests
Evaluating Level 2 (Learning) in Kirkpatrick's model assesses the extent to which participants acquired intended knowledge, concepts, and technical skills during training. Utilizing standardized knowledge-based pre-tests prior to training and post-tests immediately following instruction provides objective quantitative data to measure intellectual gains, skill acquisition, and direct educational advancement achieved through the program.

61. (A) Assessing workplace application of new skills requires sustained observation over time
Level 3 (Behavior) evaluates whether participants transfer acquired knowledge into regular on-the-job application. Measuring behavioral change is complex because it requires long-term observation, longitudinal classroom assessments, peer feedback, and administrative monitoring in active working environments. Unlike immediate post-training surveys or tests, evaluating sustained behavioral adoption requires time, structured rubrics, and continuous oversight.

62. (D) Level 4
Analyzing long-term institutional metrics, such as multi-year student board examination results following a pedagogical training intervention, exemplifies Level 4 (Results) evaluation in Kirkpatrick's framework. Level 4 evaluates the final organizational outcome and strategic impact of training, measuring whether the initiative successfully achieved core institutional goals and generated tangible academic performance improvements.

63. (D) SCERT
The State Council of Educational Research and Training operates as the primary nodal agency at the state level responsible for academic leadership, curriculum development, textbook preparation, and organizing in-service training programs for school teachers. SCERT provides academic guidance to educational institutions, oversees District Institutes, and drives state-wide pedagogical innovations to enhance overall teacher competence.

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64. (C) Providing elementary teacher training and academic support at the district level
District Institutes of Education and Training serve as district-level academic support institutions tasked with improving elementary education quality. DIETs conduct pre-service diploma courses, organize continuous in-service training for primary and upper-primary teachers, develop localized teaching-learning materials, conduct action research, and offer direct ongoing pedagogical guidance across the entire administrative district.

65. (B) I, II, and IV only
The primary functions of a District Institute of Education and Training include conducting action research to solve local educational problems, developing contextualized teaching-learning materials, and providing continuous academic support. Issuing formal transfer orders for senior teachers is an administrative function of the Directorate of Education, not an academic responsibility of a DIET.

66. (A) Both A and R are true and R is the correct explanation of A
SCERT works in close coordination with the Directorate of Education to design and execute effective in-service training programs. While SCERT provides academic leadership, curriculum design, and pedagogical expertise, the Directorate of Education provides operational feedback, administrative logistics, and personnel deployment data. This collaborative alignment ensures training modules directly address field realities effectively.

67. (C) 50 hours
The National Education Policy 2020 explicitly mandates that every teacher and school head teacher must participate in at least 50 hours of Continuous Professional Development opportunities per year. These hours cover self-directed learning, workshops, leadership development, pedagogical innovations, and technology integration, ensuring educators continuously update their professional competencies and academic knowledge base.

68. (C) An ongoing process of tracking skills and knowledge gained formally and informally
Continuous Professional Development represents an ongoing, lifelong learning process through which educators maintain, upgrade, and broaden their professional knowledge, skills, and values. It encompasses both formal activities like structured workshops and informal learning such as peer collaboration, reflective practice, and action research, ensuring teachers remain highly competent and effective over time.

69. (D) I, II, III, and IV
Continuous Professional Development includes a wide variety of learning modalities, both formal and informal. Attending formal workshops, engaging in peer observations, conducting classroom action research, and regularly reading educational journals with self-reflection all constitute valid modes of professional growth. These multifaceted activities encourage continuous skill refinement, reflective teaching, and sustained academic excellence.

70. (D) Tracking continuous professional development (CPD) efforts
A professional portfolio serves as an organized, reflective repository where teachers document their ongoing professional development, pedagogical innovations, workshop participation, action research, and student outcomes. Maintaining a portfolio enables educators to track their career growth, reflect on classroom practices, identify areas for future improvement, and demonstrate tangible evidence of continuous professional development.

71. (B) Weak links between training outcomes and career advancement or appraisals
A major systemic barrier to effective teacher training in government schools is the lack of direct linkage between training attendance, performance outcomes, and formal career advancement. When participating in professional development programs yields no tangible impact on performance appraisals, promotions, or recognition, teacher motivation to actively engage with and implement training concepts diminishes significantly.

72. (A) Both A and R are true and R is the correct explanation of A
Transfer of training refers to applying newly acquired knowledge and pedagogical skills within actual classroom environments. This process often encounters severe systemic obstacles, as teachers face rigid exam schedules, heavy workloads, lack of instructional technology, and administrative inertia upon returning to schools. These workplace constraints hinder educators from implementing modern instructional strategies effectively.

73. (D) Veteran reluctance, believing training is only necessary for novices
An attitudinal barrier involves personal mindsets, beliefs, or resistance toward learning rather than structural or financial constraints. Experienced veteran teachers may exhibit reluctance toward in-service training if they believe professional development is relevant only for novice recruits. This mindset leads to passive resistance, reduced openness to innovative pedagogical practices, and low motivation.

74. (B) I and II only
Conducting a flawed Training Needs Analysis results in irrelevant content that fails to address actual teacher skill gaps, acting as a major barrier. Similarly, a lack of post-training follow-up and supervisory support by school leadership severely hinders skill transfer. Conversely, aligning training objectives with institutional strategy facilitates effective learning, functioning as an enabler.

75. (B) Fostering a supportive school climate for risk-taking and applying new skills
Overcoming barriers to training effectiveness requires establishing a supportive institutional climate where educators feel encouraged to experiment with new pedagogical techniques, take calculated instructional risks, and receive constructive administrative feedback. When school leadership provides necessary learning resources, peer support, and open channels for reflection, teachers can successfully apply newly acquired competencies.

76. (B) Transfer of Learning
When teachers attend training workshops but fail to apply newly acquired knowledge and skills in their regular classroom instruction, the core breakdown relates to the Transfer of Learning. Successful training requires not just acquiring theoretical knowledge during a workshop, but translating those competencies into daily

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continuous instructional improvement across the school.

94. (C) Enable ongoing learning for all members to adapt and achieve educational goals
A Learning Organization, as conceptualized by Peter Senge, is an institution that continuously transforms itself by facilitating learning for all its members. In educational contexts, a school functions as a learning organization when it fosters collective inquiry, team learning, reflective practice, and shared vision, enabling members to adapt and achieve goals.

95. (D) Direct task-specific safety coaching
When a Training Needs Analysis identifies an immediate gap in executing critical job procedures, such as enforcing field safety protocols, a targeted, task-specific coaching intervention is urgently required. Direct coaching provides immediate hands-on instruction, clear operational expectations, and real-time supervisory feedback to remedy critical procedural deficiencies quickly and ensure field safety.

96. (C) Observing an experienced professional performing daily duties to learn a role
Job shadowing is an experiential employee development technique where a learner closely observes an experienced professional during their regular workday. By accompanying the professional through daily administrative routines, decision-making tasks, and operational challenges, the observer gains realistic insights into the role, absorbs tacit institutional knowledge, and understands general role expectations.

97. (A) Both A and R are true and R is the correct explanation of A
Succession planning safeguards institutional memory and ensures smooth leadership transitions by systematically identifying and nurturing internal talent for key administrative roles. By developing potential successors in advance, educational institutions reduce vulnerability to sudden leadership vacancies, preserve organizational knowledge, maintain administrative stability, and minimize operational disruptions during administrative transitions across the school.

98. (D) Guiding a Vice-Principal on navigating the live school attendance portal
Guiding an administrator through a live administrative portal involves routine, low-risk operational software usage that is best learned directly at the actual workstation under real working conditions. Unlike high-risk emergency procedures or complex theoretical debates that require off-the-job simulations, navigating routine daily administrative software benefits from immediate on-the-job practical application.

99. (A) Employees tend to rise to their level of incompetence
Formulated by Laurence J. Peter, the Peter Principle states that in a hierarchical organization, employees tend to be promoted based on their successful performance in current roles until they reach a position for which they lack necessary competence. In educational administration, this highlights the necessity of structured leadership development prior to formal structural advancement.

100. (C) The initial Needs Assessment phase
When training content fails to resonate with participants or feels disconnected from classroom realities, the primary breakdown occurred during the initial Training Needs Analysis phase. A thorough needs assessment investigates actual operational challenges, environmental contexts, and specific skill gaps before designing content. Failing to gather authentic field data during needs assessment results in irrelevant training.

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team members represents job enrichment. This administrative action applies vertical loading by expanding autonomy, leadership responsibility, and decision-making control. Elevating job depth beyond standard instruction combats professional stagnation and builds administrative capabilities effectively.

86. (D) Evaluating and developing managerial potential using multiple assessment tools
A development center approach is a comprehensive human resource development technique utilizing standardized multiple assessment methods, including psychometric testing, behavioral simulations, in-basket exercises, and group discussions, to evaluate and enhance leadership competencies. Unlike selection-focused assessment centers, development centers focus on identifying long-term developmental needs, providing diagnostic feedback, and formulating career plans.

87. (A) P-1, Q-2, R-3, S-4
Kirkpatrick's evaluation model maps specific diagnostic questions to four distinct levels. Reaction asks whether trainees found the program engaging and useful. Learning evaluates whether participants acquired target knowledge and skills. Behavior investigates whether trainees apply learned concepts on the job. Results assesses whether the training generated positive impacts on institutional goals.

88. (A) Both A and R are true and R is the correct explanation of A
The Head of School plays a critical instructional leadership role in driving staff professional development. Beyond administrative oversight, the Principal actively facilitates site-based learning, arranges peer mentoring, models continuous learning, and establishes a supportive organizational culture that encourages skill application. This active administrative engagement creates a climate conducive to learning transfer.

89. (D) Timetable constraints in arranging substitute cover for active classes
A major operational barrier to conducting in-house teacher training during regular academic sessions is timetable scheduling. Releasing active teachers for professional development requires finding qualified substitute coverage or adjusting daily master timetables to avoid disrupting student instruction. This structural constraint often complicates continuous staff development initiatives within active government school environments.

90. (A) Spreading induction over weeks and combining it with mentoring
Effective induction training is best structured as an extended, multi-week process integrated with continuous peer mentoring rather than an isolated, information-heavy single event. Spreading orientation over time allows new hires to absorb institutional policies, process administrative workflows, reflect on classroom experiences, and receive continuous guidance from experienced mentors, fostering professional success.

91. (B) Analyzing teaching experiences to continuously improve pedagogical practice
Reflective practice in continuous professional development involves systematically analyzing one's own teaching experiences, instructional methods, classroom decisions, and student reactions. By critically examining what worked and what requires modification, educators gain deeper pedagogical insights, adapt their instructional approaches to student needs, and engage in continuous self-directed growth across their active careers.

92. (A) I, II, and IV only
Effective mentoring relationships are characterized by voluntary participation, a focus on personal career aspirations, high mutual trust, open communication, and psychosocial support. Unlike formal supervisory evaluation systems, effective mentoring is non-evaluative and non-hierarchical in nature, creating a safe space where mentees can openly discuss challenges and explore future career pathways.

93. (A) Collaborative learning and professional growth
Peer observation protocols involve teachers observing colleagues during active lessons to provide constructive, non-evaluative feedback and share instructional best practices. This peer-based collaborative approach fosters professional dialogue, encourages reflective teaching, reduces classroom isolation, and promotes collective professional development within a non-threatening, collegial environment, driving

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pedagogical technologies throughout their careers.

42. (A) Both A and R are true and R is the correct explanation of A
In-service training programs are essential for sustaining teacher competence across a professional lifecycle because educational standards, learning technologies, and assessment methodologies continuously evolve. Initial pre-service training cannot anticipate future curricular reforms, technological advancements, or changing student demographics. Continuous in-service interventions bridge emerging skill gaps, enabling experienced teachers to adapt their classroom practice effectively.

43. (A) I and II only
Seminars, professional conferences, and summer institutes represent established formats of in-service training designed for active, working teachers to update knowledge and exchange pedagogical practices. Conversely, completing initial degree coursework such as a B.Ed. constitutes pre-service teacher preparation completed prior to employment. Thus, academic seminars and specialized summer workshops serve as key in-service avenues.

44. (B) Update existing knowledge and introduce recent advances in specific subject areas
A refresher course is an in-service professional development program designed to update practicing teachers on recent developments, advanced methodologies, and subject-matter trends within their discipline. Rather than providing initial qualifications or basic orientation, refresher courses help experienced educators upgrade their academic knowledge, address content gaps, and integrate modern instructional tools into daily teaching.

45. (A) Refresher course
Organizing a specialized workshop to update serving teachers on new curricular frameworks, such as multidisciplinary teaching strategies under policy reforms, exemplifies a refresher course. Refresher programs target experienced educators to refresh existing competencies, address contemporary educational policies, introduce innovative instructional strategies, and enhance overall professional capability within modern school administrative systems.

46. (C) Fostering long-term personal growth to prepare employees for future structural roles
While training emphasizes immediate skill acquisition and performance improvements in a current job, employee development focuses on long-term personal and professional growth. Development initiatives cultivate broad conceptual abilities, leadership qualities, strategic thinking, and emotional intelligence, preparing individuals to adapt to changing organizational demands and assume higher structural roles within the institution over time.

47. (D) Training targets current job skills, while development builds conceptual skills for future roles
The fundamental difference between training and development lies in their time horizon and operational focus. Training is short-term, reactive, and task-oriented, aiming to enhance specific technical competencies for an employee's immediate job role. Development is proactive, continuous, and long-term, focusing on building conceptual, strategic, and leadership capabilities for future organizational positions.

48. (C) Correcting immediate technical skill gaps is its primary overarching goal
Correcting immediate technical skill gaps is the primary function of job training rather than employee development. Employee development is a continuous, future-oriented process aimed at enhancing broad conceptual capabilities, personal leadership, self-reflection, and career growth. While training fixes immediate operational deficiencies, development builds long-term potential through activities like mentoring, peer coaching, and structured reflection.

49. (A) I and III only
Mentoring is a long-term, supportive relationship built on mutual trust, active listening, and constructive guidance. It encompasses both psychosocial encouragement and holistic career development. A mentor does not need to be the mentee's direct reporting supervisor, nor is mentoring measured purely through rigid quantitative metrics. Instead, it offers qualitative guidance supporting growth.

50. (D) Role model, counselor, and guide
In organizational development, a mentor acts as a trusted role model, advisor, and personal guide rather than an administrative manager or

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CHAPTER 09
Rewards and Employee Welfare

1. Which of the following best defines a 'reward system' within an educational institution?
(A) The mechanism used exclusively for disbursing monthly salaries to teaching and non-teaching staff
(B) The combination of policies, procedures, and practices designed to compensate, recognize, and motivate employees
(C) The statutory framework defining pension and provident fund rules for retired personnel
(D) The administrative protocol for penalising staff members for disciplinary infractions

2. Which of the following is the defining characteristic of an intrinsic reward?
(A) It is externally administered by the school management
(B) It takes the form of a direct financial bonus
(C) It is mandated by statutory government rules
(D) It is derived internally from the personal satisfaction of performing the work itself

3. Among the following, which constitutes an extrinsic non-monetary reward for a teacher?
(A) Being publicly awarded a 'Certificate of Excellence' by the Directorate of Education
(B) Receiving an annual increment in the pay scale
(C) Experiencing a sense of accomplishment after a student passes an examination
(D) Feeling personally fulfilled by adopting an innovative teaching method

4. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Introducing excessive financial rewards for tasks that teachers already find inherently interesting can sometimes reduce their internal desire to perform those tasks.
Reason (R): The overjustification effect occurs when an external incentive decreases a person's intrinsic motivation to perform a behavior or participate in an activity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

5. In the context of government educational institutions, which of the following is true regarding monetary rewards?
(A) They are strictly governed by statutory pay scales, Central Civil Services rules, and government notifications
(B) They are highly flexible administrative allowances that can be modified by the Principal at institutional discretion
(C) They are exclusively determined and revised by the local School Management Committee using internal institutional funds
(D) They are explicitly prohibited for all permanent government teaching staff under the Delhi School Education Act, 1973

6. Which of the following pairs correctly matches the type of reward with its example?
(A) Intrinsic Reward – Payment of Dearness Allowance and medical reimbursement
(B) Extrinsic Monetary Reward – Experiencing personal autonomy in classroom teaching
(C) Intrinsic Reward – Allocation of an annual performance-based monetary cash bonus
(D) Extrinsic Non-Monetary Reward – Promotion to a higher designation

7. According to Cognitive Evaluation Theory, how can a Principal best enhance the intrinsic motivation of teaching staff?
(A) By strictly linking student test scores to mandatory monetary deductions
(B) By providing supportive feedback and offering professional autonomy
(C) By increasing surveillance during classroom instruction
(D) By implementing a rigid, top-down daily schedule without consultation

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8. What is the primary difference between compensation and a reward system?
(A) Compensation consists exclusively of non-financial benefits, whereas a comprehensive reward system consists entirely of direct monetary incentives provided to staff.
(B) Compensation is a purely voluntary welfare initiative provided by the employer, whereas reward systems are legally mandated under central statutory service rules.
(C) Compensation represents baseline pay for work done, whereas rewards provide extra recognition and incentives for exceptional performance.
(D) There is no fundamental operational difference between the two concepts, as both terms are used completely interchangeably in government service rules.

9. Consider the following statements regarding the characteristics of an effective reward system in a school:
I. It should be transparent and based on objective criteria.
II. It should exclusively focus on individual performance, ignoring team efforts.
III. It must align with the broader educational goals of the institution.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

10. The concept of 'Total Rewards' in employee management encompasses which of the following?
(A) Base pay, variable pay, benefits, work-life balance, recognition, and career development opportunities
(B) The fixed monthly base salary along with regular allowances prescribed under standard civil service pay scales
(C) Mandatory statutory welfare facilities and employee social security schemes provided directly by the government
(D) Financial allowances and retirement benefits disbursed exclusively at the end of an employee's service tenure

11. Which of the following is a primary objective of recognition programs for teachers?
(A) To systematically replace statutory monetary allowances and basic pay increments with non-financial appreciation certificates
(B) To reinforce desired educational behaviors and demonstrate that the institution values exceptional effort
(C) To foster active competitive rivalry and inter-departmental hostility among various teaching faculties in the school
(D) To completely circumvent and bypass the standard formal annual performance appraisal process required under service rules

12. A Principal notices that a dedicated Post Graduate Teacher (PGT) has been working long hours to counsel students and improve board results without seeking any financial compensation. To sustain this motivation, the Principal decides to formally acknowledge her efforts during the annual day function and nominates her for a state-level award. Which management principle is the Principal applying?
(A) Substituting mandatory statutory welfare measures with informal administrative verbal praise
(B) Utilizing extrinsic non-monetary recognition to validate intrinsic effort
(C) Implementing a group incentive scheme to reduce individual workload
(D) Utilizing the Equity Theory to lower the outcomes of other teachers

13. Under the guidelines for the National Awards to Teachers by the Ministry of Education, which of the following mechanisms is currently used for the initial submission of applications?
(A) Online self-nomination by teachers through a dedicated portal
(B) Mandatory nomination by the Principal only
(C) Mandatory nomination by the concerned District Education Officer only
(D) Nomination by the School Management Committee exclusively

14. Which of the following acts as an informal recognition tool that a Principal can utilize on a daily basis?
(A) Sanctioning an advance financial increment in the regular pay scale
(B) Formally approving statutory Child Care Leave for eligible employees
(C) Providing verbal praise or a handwritten note of appreciation
(D) Issuing an official written Memorandum under standard service rules

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15. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Public recognition programs in school assemblies are universally effective in motivating all staff members.
Reason (R): Different individuals have different personality traits, and some employees may feel embarrassed or demotivated by highly public attention.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

16. In the context of the Directorate of Education, GNCTD, the State Teachers Award primarily serves as which type of reward?
(A) An intrinsic, self-administered psychological reward experienced during classroom teaching
(B) A mandatory statutory welfare measure prescribed under the Delhi School Education Act and Rules
(C) An extrinsic, non-monetary recognition with a minor token reward
(D) A collective group incentive scheme designed for performance enhancement across entire school units

17. Which of the following is an incorrect statement regarding reward systems in government schools?
(A) Base salaries and allowances are fixed by Pay Commissions and government rules.
(B) Non-monetary recognition is heavily relied upon due to rigid financial structures.
(C) State and National awards are formalized mechanisms to reward exceptional educational contributions.
(D) Principals have the absolute discretionary power to increase the basic pay of performing teachers.

18. Employee welfare in the context of school administration broadly refers to:
(A) Formal disciplinary penal actions taken against teaching employees for failing to complete the prescribed syllabus on time
(B) The routine administrative process of calculating annual income tax deductions and tax filings for institutional staff
(C) The mandatory statutory requirement to write and submit annual confidential performance reports for all employees
(D) Employer efforts to improve working conditions, health, and overall employee well-being

19. Consider the following principles of employee recognition:
I. Recognition should be timely and linked closely to the desired behavior.
II. Recognition should be specific rather than generic.
III. Recognition must always be tied to a substantial financial bonus to be effective.
IV. Recognition should be perceived as fair and attainable by all eligible staff.
Which of the statements given above are correct?
(A) I, II and III
(B) I, II and IV
(C) II, III and IV
(D) I, III and IV

20. What is the fundamental difference between statutory and non-statutory welfare measures?
(A) Statutory measures are purely voluntary employee benefits, whereas non-statutory measures represent legally binding mandates prescribed by statutory acts.
(B) Statutory measures apply exclusively to non-teaching administrative staff, whereas non-statutory measures apply strictly to active teaching staff members.
(C) Statutory measures focus entirely on providing psychological counseling support, whereas non-statutory measures focus on establishing physical infrastructure.
(D) Statutory measures are legally mandated by government rules, whereas non-statutory measures are voluntary management initiatives.

21. Which of the following is a classic example of a non-statutory welfare measure in a school setting?
(A) Granting Maternity Leave to female employees
(B) Organizing an annual subsidized recreational trip for staff members
(C) Establishing an internal grievance committee for sexual harassment as per the POSH Act
(D) Deducting Provident Fund as per government rules

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22. A female teacher working in a government school applies for leave to take care of her newborn child. The Principal sanctions the leave according to the provisions of the Central Civil Services (Leave) Rules. This action by the Principal represents the administration of:
(A) An intrinsic psychological reward
(B) An extrinsic monetary bonus
(C) A group incentive scheme
(D) A statutory welfare measure

23. Intra-mural welfare facilities are those provided:
(A) Provided outside the physical premises of the educational institution, including arrangements for staff housing or subsidized transport services
(B) Extended exclusively to the immediate family members and dependents of employees rather than the employees themselves during working hours
(C) Provided within the physical premises of the institution, such as a staff room, drinking water, and first aid
(D) Administered and funded entirely by external non-governmental organizations operating independently of the institutional management

24. Extra-mural welfare facilities encompass which of the following?
(A) Transport facilities, housing accommodations, and recreational clubs outside working hours
(B) Basic sanitation amenities, rest areas, and washing facilities located within the primary school building
(C) Adequate environmental provisions including proper lighting, ventilation, and cooling inside staff rooms
(D) Emergency medical first-aid kits and emergency supply boxes maintained directly in the Principal's office

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Providing robust statutory and non-statutory welfare measures can significantly reduce employee turnover in educational institutions.
Reason (R): Welfare measures demonstrate organizational care, build affective commitment, and improve the overall job satisfaction of employees.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. The paternalistic approach to employee welfare assumes that:
(A) Employees possess complete administrative capacity to manage their own personal and professional welfare entirely without employer intervention
(B) Employee welfare serves exclusively as an aggressive strategic tool aimed at maximizing short-term financial corporate profits
(C) The employer has a moral obligation to act as a guardian, providing for the well-being of employees like a parent
(D) The state government should assume total responsibility for employee welfare through legislation while completely excluding the employer

27. Which of the following acts mandates the provision of crèche facilities in establishments employing 50 or more employees, which is a critical statutory welfare measure?
(A) The Delhi School Education Act and Rules, 1973
(B) The Right of Children to Free and Compulsory Education Act, 2009
(C) The Minimum Wages Act and Statutory Regulations, 1948
(D) The Maternity Benefit (Amendment) Act, 2017

28. In the context of government school teachers, leave travel concession (LTC) is best categorized as:
(A) A statutory welfare/benefit measure designed for recreation and family bonding
(B) An intrinsic psychological reward derived from personal satisfaction in classroom teaching
(C) A performance-contingent group incentive scheme directly linked to annual school pass percentages
(D) An informal, non-monetary recognition program implemented at the Principal's administrative discretion

29. Consider the following statements regarding statutory welfare measures applicable to government school staff:

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I. Female employees are entitled to 180 days of Maternity Leave.
II. Male employees are entitled to 15 days of Paternity Leave.
III. Child Care Leave (CCL) can be granted for a maximum of 730 days during the entire service.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

30. Why is the provision of a clean, well-ventilated, and adequately furnished staff room considered a vital intramural welfare facility in a school?
(A) It substantially reduces administrative expenditure and recurring operational financial burdens on the government exchequer
(B) It serves as an explicit mandatory statutory compliance requirement mandated under the Right to Information Act provisions
(C) It provides space for teachers to rest, prepare lessons, and collaborate, improving productivity
(D) It provides a centralized observational facility allowing the Principal to closely monitor teacher activities during free periods

31. The primary purpose of an Employee Assistance Program (EAP) is to:
(A) Systematically assist institutional employees in calculating liabilities and filing annual income tax returns
(B) Assist school management in collecting evidence and initiating formal disciplinary proceedings against underperforming staff
(C) Conduct rigorous professional assessments to evaluate the academic subject competence of newly recruited teachers
(D) Provide confidential counseling and support services to help employees resolve personal or work-related problems

32. A teacher has recently suffered a personal bereavement and has been visibly stressed, leading to frequent absences and a drop in teaching quality. Instead of immediately issuing a show-cause notice, the Principal advises the teacher to utilize available mental health counseling services provided under the department's wellness initiatives. This administrative action is an example of:
(A) Formally implementing a punitive administrative disciplinary sanction against the staff member
(B) Utilizing an Employee Assistance Program (EAP) approach for staff welfare
(C) Directly applying the cognitive balance principles of Adams' Equity Theory of motivation
(D) Offering an extrinsic monetary reward to incentivize immediate performance recovery

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33. A hallmark of any effective Employee Assistance Program (EAP) is:
(A) Maintaining total administrative transparency with the Principal regarding all confidential discussion details of counseling sessions
(B) Formally linking psychological counseling participation and outcomes directly to the sanctioning of annual financial pay increments
(C) Strict confidentiality to ensure employees feel safe seeking help without fear of occupational reprisal
(D) Mandating compulsory participation in monthly psychological evaluation sessions for all institutional staff members

34. Which of the following best describes 'Work-Life Balance' initiatives in an organization?
(A) Strategies and policies that help employees divide their time and energy between work responsibilities and personal/family life
(B) Organizational management policies specifically designed to maximize the total physical hours an employee spends at the workplace
(C) Institutional academic policies mandating the complete elimination of student homework to reduce teacher answer-script checking duties
(D) The rigid operational separation of classroom instructional duties from routine institutional administrative responsibilities

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Achieving work-life balance is often challenging for teachers due to the invisible workload of lesson preparation and checking answer scripts at home.
Reason (R): Government educational institutions strictly provide flexible working hours (flexi-

time) to all teaching staff to mitigate this invisible workload.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

36. Which of the following is a common symptom of poor work-life balance among school teachers?
(A) High levels of intrinsic motivation
(B) Emotional exhaustion and professional burnout
(C) Increased participation in voluntary extracurricular activities
(D) Enhanced clarity in role expectations

37. In government schools, medical welfare for employees and their dependent family members is typically institutionalized through:
(A) Discretionary and unregulated cash reimbursements disbursed directly from internal discretionary school development funds
(B) Mandatory private health insurance plans procured independently by local School Management Committees for all staff
(C) Schemes like the Delhi Government Employees Health Scheme (DGEHS) or Central Government Health Scheme (CGHS)
(D) Special earmarked health welfare grants provided under the overarching umbrella of the Samagra Shiksha Abhiyan scheme

38. The 'Right to Disconnect' concept, an emerging aspect of employee welfare, primarily addresses:
(A) The absolute statutory right of teaching staff to refuse assigned teaching duties for specific curriculum subjects
(B) Protecting employees from mandatory work-related electronic communication outside normal working hours
(C) Administrative strategies designed to address and mitigate the extreme technological isolation experienced by rural public schools
(D) The immediate administrative termination and disconnection of consistently underperforming teachers from the institutional payroll

39. Consider the following services that are generally included within the scope of comprehensive Employee Assistance Programs (EAPs):
I. Mental health counseling
II. Financial management and debt counseling
III. Substance abuse rehabilitation referrals
IV. Legal advice for personal matters
Which of the statements given above are correct?
(A) I and III only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

40. A proactive approach to employee welfare in a school would involve:
(A) Reactively providing basic medical first aid services only after a serious physical accident or injury has already occurred
(B) Organizing regular health camps, stress management workshops, and ergonomic assessments before issues arise
(C) Formally initiating an administrative investigation into employee grievances only after a official written complaint is lodged
(D) Ex-post-facto sanctioning of official leave requests after an employee has already accumulated prolonged unauthorized absence

41. In the context of human resource management, 'Employee Retention' refers to:
(A) The financial administrative process of withholding and retaining a portion of an employee's salary for income tax calculations
(B) The ability of an organization to prevent its competent and productive employees from leaving
(C) The academic institutional practice of holding back academic students who fail to clear their final annual examinations
(D) The mandatory statutory deduction and retention of employee provident fund contributions under government service rules

42. A highly skilled special educator (CWSN teacher) on a contractual basis is considering leaving the school for a better-paying private job. The Principal, lacking the authority to increase the teacher's fixed salary, focuses on creating an inclusive school climate, offering public recognition, and providing a highly supportive work environment. This retention strategy heavily relies on:
(A) Achieving distributive financial justice across all staff members
(B) Offering competitive extrinsic monetary rewards and bonuses

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(C) Intrinsic rewards and non-monetary work environment factors
(D) Providing statutory pension benefits upon retirement completion

43. According to Herzberg's Two-Factor Theory, which of the following is considered a 'Motivator' factor that significantly contributes to retaining a teacher by increasing job satisfaction?
(A) Compensation level and fixed statutory salary structure
(B) Infrastructure quality and physical working conditions
(C) Recognition and opportunities for professional growth
(D) Quality of interpersonal relations and administrative rapport with the Principal

44. What are the 'indirect costs' associated with teacher turnover in a school?
(A) The direct financial expense incurred from publishing job vacancy advertisements for a new replacement teacher
(B) The administrative overhead costs involved in shortlisting candidates and conducting formal selection interviews
(C) The disruption of student learning continuity and loss of institutional knowledge
(D) The minor physical operational expense associated with issuing replacement ID cards and badges to new personnel

45. Consider the following factors that influence teacher retention:
I. Competitive and fair compensation packages
II. Supportive school leadership and administration
III. Excessive and unmanageable administrative workload
Which of these factors positively contribute to teacher retention?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

46. The concept of "Job Embeddedness" in employee retention focuses on:
(A) The administrative ease and statutory procedural efficiency with which an underperforming employee can be terminated or fired
(B) Institutional, personal, and community factors that tie an employee to their current organization
(C) The permanent physical installation and network embedding of biometric attendance devices across school premises
(D) The mandatory career policy embedding teachers permanently into a single subject area throughout their service tenure

47. To understand why teachers are leaving an institution, a management tool commonly used by human resources is the:
(A) Entry interview
(B) Performance Appraisal Report
(C) Exit interview
(D) Summative assessment

48. "Stay interviews" are becoming a preferred retention strategy over "Exit interviews" because:
(A) They represent a mandatory statutory requirement explicitly mandated under the Central Civil Services Conduct Rules
(B) Proactive interviews identifying retention factors and departure risks to enable timely intervention
(C) They are systematically utilized as a legal mechanism to force employees to execute service commitment bonds
(D) They focus exclusively on evaluating and negotiating teacher demands regarding higher monetary base compensation

49. 'Affective commitment' as a driver for employee retention means the employee stays with the school because:
(A) They feel an emotional attachment to, and identification with, the school's values and goals
(B) They perform detailed financial calculations demonstrating that the economic costs of leaving are excessively high
(C) They experience a strong moral obligation and professional duty to complete the ongoing academic session
(D) They are legally bound to remain in service through an enforceable formal employment bond or contract

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50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): High monetary compensation alone is always sufficient to ensure long-term retention of quality teachers.

66. Under which condition is a group incentive scheme most likely to be successful in an educational setting?
(A) When instructional tasks assigned to individual teachers are completely independent and require zero professional collaboration
(B) When the organizational school culture heavily emphasizes intense internal competition, individual stardom, and isolated effort
(C) When established evaluation criteria and performance measurement metrics are highly subjective, ambiguous, and ill-defined
(D) When there is a high degree of task interdependence and teamwork is essential for success

67. Gain-sharing is a specific type of group incentive plan where:
(A) Employees share in the financial gains resulting from specific improvements in productivity or cost savings within the organization
(B) Employees receive a direct proportional payout from the organization's total net annual profit at the close of the financial year
(C) Individual regular teachers voluntarily share a fixed percentage of their monthly pay with temporary substitute teachers
(D) The central government directly shares collected tax revenue funds with local community School Management Committees

68. Social loafing is a phenomenon closely related to group incentive schemes. It refers to:
(A) Teaching and non-teaching employees gathering informally in the staff room during school hours for social activities
(B) The persistent failure of school management to formally recognize or reward outstanding individual employee achievements
(C) The routine administrative management practice of periodically rotating non-teaching duties among available staff members
(D) The tendency of individuals to expend less effort when working collectively than when working individually

69. Which of the following is a potential negative consequence of implementing highly competitive group incentive schemes between different departments in a school (e.g., Science vs. Arts)?
(A) A dramatic increase in cross-disciplinary collaboration and open communication across the entire educational institution
(B) Breakdown of inter-departmental cooperation and hoarding of resources or best practices
(C) A noticeable, long-term enhancement in overall school organizational climate and teacher job satisfaction
(D) A significant, measurable reduction in the free-rider problem across all academic departments in the school

70. Profit-sharing plans are rarely used in public government schools because:
(A) Public government school teachers do not care about financial incentives or monetary compensation under any circumstances
(B) Government schools are non-profit public service institutions, making profit measurement and distribution inapplicable
(C) Profit-sharing arrangements are strictly illegal across all categories of public and private labor laws
(D) The average student-teacher ratio in government educational institutions is administratively too high

71. Performance-based school grants (where funds are allocated to a school based on collective improvements in enrollment or learning outcomes) function similarly to:
(A) Individual intrinsic psychological reward mechanisms
(B) Group incentive schemes / Gain-sharing
(C) Statutory pension schemes
(D) Disciplinary wage deductions

72. To mitigate the free-rider problem in a group incentive scheme, a Principal could effectively:
(A) Expand the overall group size as large as possible to completely dilute individual operational visibility
(B) Incorporate a component of peer evaluation or individual accountability alongside the group goal
(C) Completely eliminate and remove the financial incentive program altogether from the school system
(D) Make the underlying reward distribution criteria highly subjective, flexible, and discretionary

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58. Internal equity in a school's reward system means:
(A) Teachers receive compensation that is strictly equal when compared with teachers in other public and private schools across the state
(B) The institutional internal development funds match the financial quantum received through external government grants
(C) Teachers perceive fairness in compensation when compared to other employees working within the same school
(D) Teachers are primarily motivated by internal psychological satisfaction rather than external financial reward structures

59. Distributive justice, a concept closely related to Equity Theory, is concerned with:
(A) The perceived fairness of the processes used to determine the distribution of rewards
(B) The perceived fairness of the amount and allocation of rewards among individuals
(C) The quality of interpersonal treatment received during the execution of procedures
(D) The legal prosecution of disciplinary cases

60. Consider the following actions an employee might take to resolve perceived negative inequity:
I. Ask for a raise or better assignments.
II. Put in less effort during working hours.
III. Change the person they are comparing themselves to (change the referent).
IV. Choose to leave the organization.
Which of the above actions are consistent with the predictions of Adams' Equity Theory?
(A) I and II only
(B) I, II and IV only
(C) II, III and IV only
(D) I, II, III and IV

61. Procedural justice in a school's recognition program refers to:
(A) Unconditionally granting the exact same formal award to every single teacher regardless of individual work performance
(B) Ensuring that the criteria and methods for selecting awardees are transparent, consistent, and free from bias
(C) Calculating and determining the exact final financial quantum or monetary value associated with a recognition award
(D) Systematically distributing routine institutional administrative work and non-teaching duties equally among all staff

62. Which concept suggests that some individuals are highly tolerant of negative inequity (they don't mind being under-rewarded), while others are highly sensitive to it?
(A) Equity Sensitivity
(B) Expectancy Theory
(C) Maslow's Hierarchy of Needs
(D) The Halo Effect

63. A group incentive scheme is best defined as a reward system that:
(A) Provides individual monetary bonuses to employees based strictly on their isolated personal achievements without considering team outcomes
(B) Distributes compensation to a team based on collective performance or group output
(C) Rewards the Principal exclusively based on the aggregate academic performance and board exam results of the entire school district
(D) Distributes standard statutory allowances equally across all civil service employees regardless of institutional assignment

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64. A common challenge in implementing group incentive schemes is the 'free-rider problem'. This occurs when:
(A) The entire collective team fails to achieve its designated target despite every single individual member working exceptionally hard
(B) The collective performance incentive allocated to the department is entirely non-monetary, consisting only of certificates
(C) Certain group members exert less effort while receiving equal reward shares
(D) School management arbitrarily refuses to disburse the promised financial incentive after team goals are successfully achieved

65. The Principal of a school announces that if the Science Department collectively achieves a 100% pass rate in the Board exams, the entire department will be recommended for a special commendation and given priority for new lab equipment allocation. In this scenario, the Principal is utilizing:
(A) An individual piece-rate performance compensation system
(B) A group incentive scheme based on team performance
(C) A statutory welfare measure
(D) A punitive administrative measure

Reason (R): Employees also seek psychological safety, career growth, and work-life balance, meaning non-financial factors play a crucial role in retention.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. Adams' Equity Theory of motivation is fundamentally based on the premise that employees:
(A) Are driven and motivated exclusively by higher-order self-actualization and personal growth needs in the workplace
(B) Strive for fairness and justice by comparing their job inputs and outcomes to those of relevant others
(C) Exhibit high work performance only when provided a direct, immediate financial incentive for every assigned task
(D) Perform best when working under a traditional paternalistic leadership style that manages all operational decisions

52. In the context of Adams' Equity Theory, which of the following represents an employee's "Inputs"?
(A) Direct monetary salary packages, variable performance bonuses, and financial allowances
(B) Formal public recognition awards and informal administrative praise from leadership
(C) Statutory Leave Travel Concessions and reimbursable travel benefits provided by the state
(D) Experience, effort, education, and loyalty

53. According to Equity Theory, which of the following is considered an "Outcome" for a teacher?
(A) The status, salary, and job security they receive
(B) The number of hours spent preparing lesson plans
(C) The academic degrees they hold
(D) The emotional energy invested in counseling students

54. The term "Referent" in Adams' Equity Theory refers to:
(A) The statutory code of civil service rules dictating professional employee conduct and duties
(B) The individual or group against whom an employee compares their own input-to-outcome ratio
(C) The final numerical grading assigned in an employee's official Annual Performance Appraisal Report
(D) The formal administrative letter of appointment issued upon joining government service

55. Teacher A and Teacher B have the same qualifications and years of experience. Teacher A works diligently, takes extra classes, and coordinates cultural events. Teacher B only takes scheduled classes and leaves early. At the end of the year, both receive the exact same 'outstanding' appraisal rating and identical verbal praise from the Principal. According to Equity Theory, Teacher A is likely to experience:
(A) Positive inequity or feeling over-rewarded
(B) Negative inequity (under-rewarded)
(C) Total equity
(D) Increased intrinsic motivation

56. When an employee perceives negative inequity (feels under-rewarded), which of the following is a likely behavioral response according to Equity Theory?
(A) Voluntarily increasing their total inputs by putting in extra hours and working significantly harder
(B) Systematically decreasing their financial outcomes by formally requesting a voluntary pay reduction
(C) Actively assisting and encouraging the referent other to enhance their professional inputs at work
(D) Decreasing their inputs (reducing effort, absenteeism)

57. Cognitive distortion, as a method of restoring equity in Adams' Equity Theory, involves:
(A) Tendering a formal resignation from the institutional job to seek alternative external employment opportunities
(B) Mentally altering perceptions of inputs and outcomes without changing actual behavior
(C) Submitting a formal administrative grievance demanding an immediate base salary increase from the Principal
(D) Initiating legal litigation and filing a formal court case against the educational institution

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73. Which of the following forms of employee welfare is explicitly mandated by the provisions of the POSH Act (Prevention of Sexual Harassment) 2013 in schools?
(A) Mandatory establishment and continuous operation of a subsidized staff canteen on school premises
(B) The constitution of an Internal Complaints Committee (ICC) to ensure a safe working environment
(C) Mandating flexible working hours and customized flexi-time schedules for all female teaching staff
(D) Providing a special monthly financial allowance and transport benefit exclusively for female teachers

74. Which of the following best represents the concept of 'Job Enrichment' as a non-monetary intrinsic reward?
(A) Assigning a teacher a higher quantity of classes of the exact same instructional level and content (Job Enlargement)
(B) Providing fully subsidized, complimentary daily meals in the institutional school canteen
(C) Granting a direct financial increase to the employee's baseline salary scale by one annual increment
(D) Giving a teacher increased autonomy, responsibility, and control over curriculum planning

75. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Group incentive schemes are often more effective than individual incentives when the educational goal requires interdisciplinary teaching and collaborative lesson planning.
Reason (R): Group incentives encourage cooperation, knowledge sharing, and collective problem-solving among team members.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. In organizational behavior, an 'Entitled' individual in the context of Equity Sensitivity is one who:
(A) Desires that their outcome/input ratio be greater than their referent's, expecting higher rewards for the same effort
(B) Actively prefers their outcome/input ratio to be significantly lower than that of their designated comparative referent
(C) Strongly prefers their personal outcome/input ratio to be strictly equal to that of their comparative referent
(D) Is completely indifferent to outcomes and does not care about organizational rewards or inputs at all

77. In the context of government rules applicable to teachers in Delhi, the facility of GPF (General Provident Fund) advance for illness or marriage of dependents falls under the broad category of:
(A) An informal extrinsic non-monetary administrative recognition reward
(B) Statutory financial welfare/social security measure
(C) Group incentive scheme
(D) Performance-based bonus

78. What role does the onboarding and induction process play in employee retention for newly recruited teachers?
(A) It exercises no measurable impact on long-term employee retention, as monetary salary remains the sole determining factor
(B) Induction improves early retention by reducing role ambiguity and integrating teachers into school culture
(C) It systematically reduces retention by overwhelming newly appointed teachers with complex statutory administrative rules
(D) It serves exclusively as a formal orientation platform to explain institutional disciplinary procedures and conduct rules

79. If a Principal decides to delegate the authority of creating the school timetable to a senior, high-performing teacher, this act primarily serves as:
(A) A punitive administrative measure designed specifically to increase individual workload
(B) A non-monetary reward recognizing competence and offering job enrichment
(C) A violation of statutory duties
(D) An intramural welfare facility

80. A Principal observes that several teachers are avoiding taking up the responsibility of managing the school's eco-club because it requires staying back an hour after school twice a week with no extra pay. To encourage participation without

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financial resources, the Principal announces that teachers leading clubs will receive priority in choosing their free periods and a special mention in their APAR. This strategy primarily leverages:
(A) Mandatory statutory employee welfare provisions
(B) Group performance gain-sharing schemes
(C) Extrinsic non-monetary incentives
(D) Intramural health facilities

81. A 'Benevolent' employee in Equity Sensitivity theory is characterized by:
(A) An aggressive motivation and desire to maximize their own outcomes entirely at the expense of peers
(B) A tolerance for negative inequity, often giving more inputs than the outcomes they receive compared to others
(C) A persistent requirement and strict adherence to maintaining absolute equity across all organizational situations
(D) A complete psychological refusal to evaluate or compare their own work inputs and outcomes against any referent

82. Which of the following is an example of an Extrinsic Non-Monetary reward that provides professional development?
(A) An immediate direct financial performance cash bonus payment of Rs. 10,000
(B) Nomination to attend a prestigious leadership workshop at NIEPA at government expense
(C) Statutory administrative approval and sanctioning of accumulated half-pay leave
(D) The internal personal satisfaction and joy derived from successfully teaching a difficult concept

83. The implementation of a staff grievance redressal mechanism in a school is an essential component of:
(A) Formal extrinsic monetary compensation and financial reward systems
(B) Employee welfare and maintaining a healthy organizational climate
(C) Group incentive plans
(D) Profit-sharing

84. When assessing the impact of rewards on employee retention, the "Push factors" refer to:
(A) Highly attractive compensation elements and career advancement opportunities present in an alternative external job offer
(B) Organizational issues like poor leadership and unfair rewards driving employee turnover
(C) Rigid statutory government service rules mandating superannuation and compulsory retirement upon reaching age limits
(D) The strong financial attraction and magnetic pull of significantly higher initial salaries offered by private institutions

85. A Principal is designing a 'Teacher of the Month' recognition program. To ensure procedural justice and avoid accusations of favoritism, which of the following steps is most critical?
(A) The Principal should keep all underlying evaluation metrics and selection criteria strictly secret from staff
(B) The Principal should rotate the award systematically so that every staff member receives it regardless of actual merit
(C) Selection criteria must be transparent, objective, and communicated in advance
(D) The award should be exclusively reserved for and granted to the most senior teachers within the academic faculty

86. Which of the following is true regarding 'Interactional Justice' in the execution of a reward system?
(A) It relates strictly to the precise mathematical calculation of financial bonus payments under civil service guidelines and rules
(B) It relates to the quality of interpersonal treatment and respect an employee receives when a reward or decision is communicated
(C) It serves as an administrative mandate requiring all teaching and non-teaching staff to interact socially on a daily basis
(D) It represents a mandatory statutory employee welfare regulation enacted under the Central Civil Services Conduct Rules

87. Under the PM SHRI Schools scheme, schools that demonstrate significant improvements in quality parameters are recognized and provided additional grants. For the staff of the school, this acts as a form of:
(A) Individual piece-rate monetary compensation schemes for staff
(B) Macro-level group incentive and institutional recognition
(C) Intramural health welfare
(D) Statutory pension benefit

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88. Employee Assistance Programs (EAPs) often utilize a "Supervisory Referral" mechanism. This means:
(A) The Principal is required to undergo psychological counseling sessions prior to referring any teaching or non-teaching staff members
(B) A supervisor or Principal suggests an employee seek EAP services when personal problems begin to negatively affect job performance
(C) The employee refers their supervisor for disciplinary action
(D) The EAP counselor reports the employee's private secrets to the Principal

89. A teacher feels positive inequity (over-rewarded) because they realize they do less work than their peers but receive the same salary and higher praise. According to Equity Theory, to resolve this discomfort, the teacher might:
(A) Formally file an official administrative grievance against the school Principal
(B) Increase their effort and inputs to justify the rewards they are receiving
(C) Demand a higher salary
(D) Reduce their inputs further

90. Preventive health check-ups organized periodically within the school premises for teaching and non-teaching staff represent:
(A) A mandatory administrative disciplinary and compliance mandate
(B) An intramural, proactive employee welfare measure
(C) An intrinsic reward mechanism
(D) A cognitive distortion technique

91. In a school, replacing an outdated, purely seniority-based promotion system with a merit-cum-seniority system primarily addresses which aspect of employee motivation?
(A) Distributive justice and equity perception
(B) Mandatory statutory welfare compliance rules
(C) Extra-mural welfare
(D) The overjustification effect

92. The core difference between a "Reward" and "Recognition" is that:
(A) Rewards are tangible items for specific goals, while recognition is intangible effort acknowledgment
(B) Rewards are strictly intrinsic psychological motivators, whereas recognition consists purely of extrinsic financial payouts
(C) Rewards are conferred exclusively by peer colleagues, whereas recognition is administered solely by state government bodies
(D) There is no conceptual or operational distinction between the two terms in standard organizational management theory

93. If a government school teacher's primary motivation to stay in their current job is the fear of losing their accumulated GPF and pension benefits, their retention is driven by:
(A) Highly engaged affective commitment
(B) Continuance commitment
(C) Normative commitment
(D) Intrinsic motivation

94. The provision of 'Compensatory Off' to a non-teaching staff member who was required to work on a Sunday for election duties is an administrative measure aimed at:
(A) Work-life balance and fair compensation of time
(B) Non-monetary intrinsic job enrichment and growth strategy
(C) Group gain-sharing
(D) Punitive discipline

95. Four teachers are assigned to collaboratively design a new pedagogical framework for foundational literacy. Three teachers put in immense effort, while the fourth teacher contributes nothing but signs the final report. The Principal publicly commends all four equally. According to organizational behavior principles, this scenario is most likely to cause:
(A) A rapid increase in mutual interpersonal trust and task cohesion across the entire four-member working group
(B) Feelings of negative inequity among hard-working teachers due to the free-rider problem
(C) A substantial long-term increase in the intrinsic psychological motivation and work ethic of the fourth teacher
(D) Noticeably enhanced work-life balance and overall job satisfaction for all teaching staff across the entire school

96. "Role ambiguity" and "Role conflict" in a school setting are primary contributors to:
(A) Occupational stress, negatively impacting

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recognition and incentives for exceptional performance.
Compensation refers to the baseline financial remuneration, including standard salary and required allowances, guaranteed to an employee for performing contractual duties. In contrast, a comprehensive reward system includes additional monetary bonuses, non-financial recognitions, and developmental opportunities that incentivize exceptional effort, validate meritorious achievements, and foster long-term organizational engagement beyond routine operational job obligations.

9. (C) I and III only
An effective organizational reward system must maintain complete transparency, operate on objective criteria, and directly align with overarching institutional objectives. Restricting reward frameworks exclusively to individual accomplishments while ignoring collaborative team efforts destabilizes morale and hinders cooperative initiatives. Therefore, transparent, goal-aligned frameworks that value both individual and group contributions reflect sound organizational administration.

10. (A) Base pay, variable pay, benefits, work-life balance, recognition, and career development opportunities
The Total Rewards strategy integrates every tangible and intangible mechanism an employer utilizes to attract, motivate, and retain employees. This comprehensive framework encompasses base compensation, performance-contingent pay, standard health benefits, professional development opportunities, public recognition, and supportive work-life balance policies, creating an all-inclusive system for enhancing employee engagement across educational institutions.

11. (B) To reinforce desired educational behaviors and demonstrate that the institution values exceptional effort
Recognition programs in educational institutions aim to validate exemplary teaching practices, boost faculty morale, and reinforce positive organizational values. By publicly acknowledging dedication and outstanding pedagogical achievements, institutional leaders clearly demonstrate that effort is genuinely valued. This systematically motivates staff to sustain high performance standards without altering baseline official statutory compensation frameworks.

12. (B) Utilizing extrinsic non-monetary recognition to validate intrinsic effort
Formally acknowledging dedication during ceremonies and submitting official award nominations utilizes extrinsic non-monetary recognition to reinforce deep-seated intrinsic drive. When educators work tirelessly out of internal dedication rather than financial expectations, institutional validation provides meaningful external reinforcement that sustains psychological commitment without violating statutory pay rules or distorting baseline compensation structures.

13. (A) Online self-nomination by teachers through a dedicated portal
The guidelines for the National Awards to Teachers, administered by the Ministry of Education, feature an online self-nomination mechanism through a dedicated web portal. This system allows eligible educators directly to submit their achievements and pedagogical innovations, ensuring transparency and equal opportunity across the nation while eliminating administrative bottlenecks associated with traditional top-down nominations.

14. (C) Providing verbal praise or a handwritten note of appreciation
Informal recognition tools provide immediate, personalized positive feedback without requiring complex administrative procedures. Verbal praise and handwritten appreciation notes serve as cost-effective, real-time motivators that strengthen professional relationships. These informal actions demonstrate approachable leadership, validate daily instructional contributions, and enhance overall staff morale more frequently than formal periodic awards or official administrative memos.

15. (D) A is false but R is true
Public recognition in school assemblies is not universally effective for all personnel because individual personality differences strongly influence reward preferences. While extroverted staff members may thrive under public praise, introverted individuals might experience anxiety or embarrassment from high-profile attention. Therefore, effective leadership requires tailoring recognition methods to accommodate individual temperaments rather than assuming universal applicability.

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ANSWERS

1. (B) The combination of policies, procedures, and practices designed to compensate, recognize, and motivate employees
Educational reward systems encompass structured organizational policies, procedures, and functional practices designed to compensate, acknowledge, and motivate staff members effectively. These mechanisms integrate direct financial payments alongside indirect non-financial incentives to enhance job satisfaction, align individual teaching performance with institutional standards, and retain competent personnel while driving overall organizational success in school management.

2. (D) It is derived internally from the personal satisfaction of performing the work itself
Intrinsic rewards represent internal psychological outcomes experienced directly by an individual while engaged in performing meaningful work tasks. Unlike external financial incentives or administrative recognitions, intrinsic motivation stems from feelings of personal achievement, task mastery, autonomy, and fulfillment. Such internal rewards inherently drive persistent commitment and professional enthusiasm without depending on outside administrative interventions.

3. (A) Being publicly awarded a 'Certificate of Excellence' by the Directorate of Education
Extrinsic non-monetary rewards are tangible or symbolic recognitions provided by external authorities or employers without involving direct financial transactions. A public certificate of appreciation awarded by an educational authority serves as an external validation of professional excellence. It satisfies social esteem needs, raises institutional standing, and encourages high teaching standards while remaining independent of cash bonuses.

4. (A) Both A and R are true and R is the correct explanation of A
The overjustification effect occurs when external financial incentives diminish a person's intrinsic motivation to perform tasks they already find satisfying. When excessive monetary rewards are introduced for inherently interesting work, individuals attribute their actions to external gain rather than personal enjoyment. Consequently, reasoning provided by psychological principles fully justifies why external payouts can erode internal educational passion.

5. (A) They are strictly governed by statutory pay scales, Central Civil Services rules, and government notifications
In public educational institutions, monetary compensation and financial benefits are strictly regulated by statutory pay rules, Central Civil Services standards, and official state notifications. Institutional leaders or local committees lack administrative discretion to arbitrarily alter base salaries or financial allowances. Every monetary disbursement must conform precisely to established public service regulations and central statutory pay commission guidelines.

6. (D) Extrinsic Non-Monetary Reward – Promotion to a higher designation
A promotion to a higher designation represents an extrinsic non-monetary reward that elevates organizational status, responsibility, and formal authority. While promotions may eventually lead to revised compensation, the advancement in title and hierarchy itself serves as an external symbolic recognition. It acknowledges prior achievement and provides professional progression within institutional leadership structures without being a direct cash payout.

7. (B) By providing supportive feedback and offering professional autonomy
Cognitive Evaluation Theory suggests that intrinsic motivation increases when individuals experience feelings of competence and self-determination. Providing constructive feedback and granting professional autonomy strengthens educators' sense of control over classroom environments. Conversely, rigid surveillance or coercive financial linkages reduce feelings of autonomy, shifting focus toward external controls and subsequently diminishing internal motivation to teach effectively.

8. (C) Compensation represents baseline pay for work done, whereas rewards provide extra

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57. (B) Mentally altering perceptions of inputs and outcomes without changing actual behavior
Cognitive distortion is a psychological mechanism used to restore equity by altering mental perceptions of inputs and outcomes without changing actual work behaviors. Employees rationalize imbalances by re-evaluating the value of their effort or minimizing the significance of referent rewards, relieving cognitive dissonance while maintaining existing work patterns within the organization.

58. (C) Teachers perceive fairness in compensation when compared to other employees working within the same school
Internal equity in compensation management refers to employees' perception of fairness regarding pay and reward distribution relative to colleagues within the same organization. When teachers perceive that differences in salary, workload, and recognition reflect legitimate variations in job responsibilities and effort among internal staff, a sense of internal equity is maintained.

59. (B) The perceived fairness of the amount and allocation of rewards among individuals
Distributive justice focuses on the perceived fairness of actual outcome allocations across individuals within an organization. It evaluates whether rewards, compensation, and resources are distributed equitably based on individual inputs and achievements. Ensuring high distributive justice builds trust in management and enhances overall employee job satisfaction and organizational commitment across educational settings.

60. (D) I, II, III and IV
Under Equity Theory, employees experiencing negative inequity may utilize various behavioral or cognitive strategies to restore balance. These include requesting increased outcomes, reducing daily work effort, selecting a different comparative referent, or resigning from the organization altogether. All four potential responses represent established mechanisms for resolving perceived organizational reward inequities.

61. (B) Ensuring that the criteria and methods for selecting awardees are transparent, consistent, and free from bias
Procedural justice in recognition programs emphasizes the fairness, transparency, and consistency of procedures used to determine award recipients. When evaluation criteria are clearly communicated, free from managerial bias, and applied uniformly, employees perceive the recognition framework as just, even if they do not personally receive an award during a given cycle.

62. (A) Equity Sensitivity
Equity Sensitivity describes individual differences in how people react to perceived equity or inequity in reward allocation. The concept categorizes individuals into benevolent, entitled, or equity-sensitive types based on their tolerance for under-reward or expectation of over-reward, explaining why workers respond differently to identical organizational reward frameworks.

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63. (B) Distributes compensation to a team based on collective performance or group output
A group incentive scheme provides financial or non-financial rewards to an entire team based on achieving collective targets or shared departmental outputs. By linking compensation to group performance, these schemes encourage mutual support, information sharing, and teamwork, aligning individual efforts toward common organizational goals in modern educational school institutions.

64. (C) Certain group members exert less effort while receiving equal reward shares
The free-rider problem occurs in group incentive schemes when less diligent team members reduce their individual effort while still benefiting from collective rewards earned by hard-working colleagues. This dynamic creates perceived negative inequity among high performers, potentially eroding trust and lowering overall team performance unless individual accountability mechanisms are properly implemented.

65. (B) A group incentive scheme based on team performance
Promising departmental commendations and shared resource allocations based on achieving a collective pass rate exemplifies a group incentive scheme based on team performance. This strategic administrative intervention encourages collaborative lesson planning, peer support, and collective responsibility among department faculty members to achieve shared institutional academic performance benchmarks effectively.

16. (C) An extrinsic, non-monetary recognition with a minor token reward
The State Teachers Award administered by educational directorates serves primarily as formal extrinsic non-monetary recognition designed to honor outstanding educational service. Although accompanied by minor token cash prizes or citations, its primary organizational value stems from symbolic professional honor and public state-level acknowledgment rather than functioning as a major financial compensation mechanism or routine civil service welfare benefit.

17. (D) Principals have the absolute discretionary power to increase the basic pay of performing teachers.
Principals in government educational institutions do not possess discretionary power to alter or increase basic pay for performing teachers. Base compensation structures, pay levels, and mandatory financial increments are governed strictly by Pay Commission rules, civil service regulations, and statutory state notifications. Institutional leaders must rely on non-monetary recognition and official commendation channels rather than direct salary modifications.

18. (D) Employer efforts to improve working conditions, health, and overall employee well-being
Employee welfare in educational administration encompasses all systematic efforts made by institutional leadership and government employers to enhance working conditions, protect physical and mental health, and support overall personal well-being. These provisions go beyond standard statutory payroll processing, creating a conducive, safe, and supportive professional environment that fosters employee satisfaction and operational efficiency.

19. (B) I, II and IV
Effective employee recognition programs must be timely, specific, perceived as fair, and attainable by all eligible staff members. Acknowledging achievements promptly reinforces positive behavior, while specific feedback clarifies performance expectations. Tying recognition strictly to substantial financial bonuses is unnecessary and impractical, as non-monetary appreciation, when executed fairly and consistently, effectively boosts staff motivation and engagement.

20. (D) Statutory measures are legally mandated by government rules, whereas non-statutory measures are voluntary management initiatives.
Statutory welfare measures are legally binding requirements imposed by government legislation and service regulations, such as maternity leave or provident fund contributions. Non-statutory welfare measures consist of voluntary initiatives provided by organizational management to enhance working conditions, such as recreational events or subsidized transportation. Both types collectively contribute to employee satisfaction and institutional well-being.

21. (B) Organizing an annual subsidized recreational trip for staff members
Organizing an annual subsidized recreational trip is a classic example of a non-statutory welfare measure, as it represents a voluntary initiative undertaken by management to boost morale and team bonding. Unlike mandatory statutory provisions like maternity benefits, provident fund deductions, or anti-harassment committees, recreational outings are discretionary amenities designed to enhance overall workplace atmosphere.

22. (D) A statutory welfare measure
Sanctioning leave under the Central Civil Services (Leave) Rules represents the administration of a statutory welfare measure. These codified statutory rules obligate administrative heads to grant legally established leave provisions, such as maternity or child care leave, ensuring job protection, social security, and health support for government employees in accordance with established civil service framework mandates.

23. (C) Provided within the physical premises of the institution, such as a staff room, drinking water, and first aid
Intra-mural welfare facilities encompass all amenities and physical services provided directly within the workplace premises to ensure safety, health, and operational comfort. Examples include clean drinking water, adequate sanitation, furnished staff lounges, and immediate first-aid provisions. These internal facility standards directly facilitate daily working efficiency, support physical health, and improve overall institutional workplace environment quality.

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40. (B) Organizing regular health camps, stress management workshops, and ergonomic assessments before issues arise
A proactive approach to employee welfare focuses on preventative measures implemented prior to the onset of workplace issues or occupational stress. Conducting health screening camps, stress management workshops, and ergonomic physical assessments helps identify potential wellness risks early. This forward-thinking strategy fosters a healthier work environment, reduces long-term absenteeism, and enhances institutional vitality.

41. (B) The ability of an organization to prevent its competent and productive employees from leaving
Employee retention refers to an organization's strategic capability to maintain a stable workforce and prevent competent, high-performing personnel from resigning. Effective retention strategies combine competitive rewards, supportive leadership, positive school climate, and professional growth opportunities. High retention minimizes recruitment overheads, maintains institutional memory, and ensures continuity in academic instructional delivery.

42. (C) Intrinsic rewards and non-monetary work environment factors
Retaining specialized personnel without financial flexibility relies heavily on intrinsic rewards and positive work environment adjustments. Fostering institutional inclusion, expressing public recognition, and cultivating supportive leadership satisfy higher-order psychological needs. These non-monetary retention drivers build organizational commitment and job satisfaction, compensating for rigid statutory pay structures in public educational administration.

43. (C) Recognition and opportunities for professional growth
According to Herzberg's Two-Factor Theory, true job satisfaction and internal motivation are driven by intrinsic motivators rather than hygiene factors. Public recognition, meaningful accomplishment, and opportunities for professional growth serve as motivators that deeply engage teachers, increase job satisfaction, and strengthen long-term retention, whereas compensation and baseline physical working conditions merely prevent workplace dissatisfaction.

44. (C) The disruption of student learning continuity and loss of institutional knowledge
Indirect costs of teacher turnover involve intangible operational losses that extend beyond financial administrative recruitment expenses. Key indirect costs include the disruption of student learning continuity, loss of experienced institutional knowledge, eroded team cohesion, and degraded school culture. These subtle disruptions negatively impact overall educational quality and take substantial time for leadership to repair.

45. (A) I and II only
Teacher retention is positively influenced by competitive compensation packages and supportive administrative leadership. Fair financial remuneration satisfies economic hygiene needs, while supportive leadership provides psychological safety and professional encouragement. Conversely, unmanageable administrative workloads increase stress and accelerate teacher turnover, making workload reduction a key institutional objective for preserving school staff.

46. (B) Institutional, personal, and community factors that tie an employee to their current organization
Job Embeddedness theory explains retention through a complex web of organizational, personal, and community factors that bind an employee to their current institution. Key dimensions include fit with the school environment, links to colleagues, and perceived sacrifices associated with leaving. Strong embeddedness reduces turnover intent by deepening social and structural ties.

47. (C) Exit interview
An exit interview serves as a diagnostic human resources tool conducted with departing employees to uncover underlying reasons for their resignation. Analyzing feedback gathered during exit interviews helps institutional leaders identify workplace systemic deficiencies, evaluate turnover trends, correct administrative issues, and implement targeted retention strategies to improve staff workplace stability.

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reflects the Employee Assistance Program approach. Prioritizing psychological support over immediate punitive measures demonstrates compassionate leadership focused on staff welfare. Supporting stressed individuals through institutional counseling addresses root causes of stress, helping restore personal well-being and professional instructional effectiveness.

33. (C) Strict confidentiality to ensure employees feel safe seeking help without fear of occupational reprisal
Strict confidentiality forms the cornerstone of any successful Employee Assistance Program, ensuring workers can seek psychological or wellness guidance safely. Without absolute privacy, employees fear occupational stigmatization or career detriment, preventing utilization. Guaranteeing confidential counseling creates psychological safety, encouraging staff to address personal difficulties proactively without worrying about official supervisory disclosure.

34. (A) Strategies and policies that help employees divide their time and energy between work responsibilities and personal/family life
Work-life balance initiatives comprise organizational policies and management practices designed to help employees harmoniously manage professional obligations alongside personal and family commitments. By mitigating severe role conflict and preventing emotional exhaustion, these vital measures support mental well-being, boost job satisfaction, and maintain long-term instructional quality and productivity across all educational school personnel.

35. (C) A is true but R is false
Teachers frequently face severe work-life balance challenges due to unrecorded out-of-school responsibilities such as lesson planning, continuous assessment, and script evaluation conducted at home. However, public educational institutions operate under standardized operational hours and do not grant flexible working schedules. Therefore, claims asserting widespread availability of formal flexi-time arrangements in government schools remain false.

36. (B) Emotional exhaustion and professional burnout
Poor work-life balance among educators manifests as emotional exhaustion, physical fatigue, and professional burnout. When work demands consistently encroach upon personal recovery time, teachers experience reduced instructional efficacy, emotional detachment, and heightened stress. Recognizing these symptoms enables school leaders to implement supportive welfare interventions and workload management strategies to restore occupational health.

37. (C) Schemes like the Delhi Government Employees Health Scheme (DGEHS) or Central Government Health Scheme (CGHS)
Medical welfare for government school employees and their families is institutionalized through formal government health schemes such as CGHS or DGEHS. These codified statutory health frameworks provide comprehensive medical coverage, subsidized treatments, and empanelled hospital services, protecting staff from financial hardship during medical emergencies through standardized public civil service administrative provisions.

38. (B) Protecting employees from mandatory work-related electronic communication outside normal working hours
The 'Right to Disconnect' represents an emerging employee welfare concept aimed at safeguarding workers from mandatory work-related electronic communications outside designated working hours. By establishing boundaries regarding digital messaging after duty hours, this policy protects personal recovery time, mitigates chronic digital fatigue, and promotes psychological health among teaching personnel in modern educational settings.

39. (D) I, II, III and IV
Comprehensive Employee Assistance Programs encompass a broad spectrum of supportive intervention services designed for personnel well-being. These programs include professional mental health counseling, personal financial and debt management guidance, substance abuse rehabilitation referrals, and confidential legal advice. Together, these multifaceted services resolve personal stressors that might otherwise impair work performance and institutional functioning.

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24. (A) Transport facilities, housing accommodations, and recreational clubs outside working hours
Extra-mural welfare facilities consist of services and benefits provided outside the physical boundaries of the educational institution to improve employees' general living conditions. These measures include staff housing allocations, subsidized commuter transport, residential accommodations, and recreational club access. They support employees' overall quality of life, indirectly strengthening institutional loyalty, health, and retention across the workforce.

25. (A) Both A and R are true and R is the correct explanation of A
Providing robust statutory and non-statutory welfare measures significantly reduces employee turnover by demonstrating organizational commitment to staff well-being. When institutions invest in employee health, leave benefits, and workplace facilities, workers experience higher job satisfaction and strong affective commitment. Consequently, the psychological rationale provided fully explains why comprehensive welfare initiatives effectively lower attrition rates in schools.

26. (C) The employer has a moral obligation to act as a guardian, providing for the well-being of employees like a parent
The paternalistic approach to employee welfare operates on the belief that employers possess a moral duty to care for workers in a parental capacity. Under this philosophy, management provides protective benefits, housing, and personal support to secure loyalty and ensure well-being, treating staff members as dependents who require guidance, protection, and organizational stewardship.

27. (D) The Maternity Benefit (Amendment) Act, 2017
The Maternity Benefit (Amendment) Act, 2017 mandates that any establishment employing 50 or more individuals must provide crèche facilities within a specified distance. This statutory requirement supports working mothers by enabling regular childcare visits during work hours, promoting gender equity, and ensuring that institutional employers maintain essential statutory welfare protections for female staff.

28. (A) A statutory welfare/benefit measure designed for recreation and family bonding
Leave Travel Concession (LTC) represents a codified statutory benefit provided to government employees under central civil service regulations. It enables staff members and their eligible dependents to travel to home towns or designated national destinations, promoting rest, recreational travel, and family bonding while serving as a standardized social security and welfare provision.

29. (D) I, II and III
Statutory leave rules governing central civil services explicitly grant female employees 180 days of Maternity Leave and up to 730 days of Child Care Leave across their entire service tenure. Additionally, male employees are entitled to 15 days of Paternity Leave. All three provisions constitute legally binding statutory welfare entitlements for government staff.

30. (C) It provides space for teachers to rest, prepare lessons, and collaborate, improving productivity
Providing a clean, well-equipped staff room serves as an essential intramural welfare facility that enhances operational workplace climate. It offers teachers dedicated space for lesson preparation, grading assessment tasks, rest between instructional periods, and professional collaboration. A well-maintained physical workspace directly boosts employee comfort, reduces burnout, and improves daily teaching productivity.

31. (D) Provide confidential counseling and support services to help employees resolve personal or work-related problems
Employee Assistance Programs are institutional welfare mechanisms designed to provide confidential professional counseling and comprehensive psychological support services to employees facing personal or work-related challenges. By addressing emotional stress, mental health issues, and interpersonal workplace conflicts early, these initiatives effectively protect staff well-being, prevent performance deterioration, and maintain healthy institutional environments.

32. (B) Utilizing an Employee Assistance Program (EAP) approach for staff welfare
Advising an employee to access mental health counseling during severe personal stress

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48. (B) Proactive interviews identifying retention factors and departure risks to enable timely intervention
Stay interviews are proactive managerial discussions conducted with current high-performing employees to understand what keeps them in the institution and identify emerging turnover risks. Unlike exit interviews, which collect retrospective data after a decision to leave is made, stay interviews allow leaders to implement timely corrective interventions to retain key staff.

49. (A) They feel an emotional attachment to, and identification with, the school's values and goals
Affective commitment reflects an employee's deep emotional attachment to, involvement in, and identification with their organization's core values and educational mission. Teachers with strong affective commitment remain because they genuinely want to contribute to institutional goals, deriving personal satisfaction from aligning their professional identity with the school's overarching social purpose.

50. (D) A is false but R is true
High monetary compensation alone is insufficient to guarantee long-term retention of quality educators because monetary incentives do not satisfy all psychological needs. Teachers also require administrative support, fair recognition, professional growth, work-life balance, and psychological safety. Thus, non-financial workplace environment factors play a vital role in sustaining employee retention and organizational commitment.

51. (B) Strive for fairness and justice by comparing their job inputs and outcomes to those of relevant others
Adams' Equity Theory posits that employee motivation is driven by perceptions of fairness in reward distribution. Individuals continuously evaluate the ratio of their job inputs, such as effort and qualifications, to outcomes like compensation and praise. They then compare this ratio against relevant referent colleagues to assess whether they are treated equitably.

52. (D) Experience, effort, education, and loyalty
In Adams' Equity Theory, inputs represent the personal resources, efforts, and contributions an employee invests into their work role. Key inputs include professional qualifications, educational background, teaching experience, daily effort, administrative loyalty, and specialized expertise. Employees expect outcomes like salary and recognition to remain proportional to these invested personal job contributions.

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53. (A) The status, salary, and job security they receive
In Equity Theory, outcomes represent the tangible and intangible rewards an employee receives from an organization in return for their job inputs. For educators, outcomes encompass base salary, financial allowances, job security, organizational status, administrative praise, and public awards. Perceived balance between these outcomes and individual inputs determines overall workplace motivation.

54. (B) The individual or group against whom an employee compares their own input-to-outcome ratio
In Equity Theory, a 'referent' refers to the specific individual or comparative group against whom an employee evaluates their own input-to-outcome ratio. Referents may be peer colleagues within the same school, professionals in other institutions, or even past personal experiences, serving as social benchmarks for assessing organizational workplace fairness.

55. (B) Negative inequity (under-rewarded)
When an employee contributes higher inputs than a peer but receives identical outcomes, they experience negative inequity or under-reward distress. In this scenario, investing greater effort into extracurricular activities without receiving proportional recognition creates a perceived input-to-outcome imbalance, producing psychological tension and lowering long-term instructional work motivation.

56. (D) Decreasing their inputs (reducing effort, absenteeism)
According to Equity Theory, employees experiencing negative inequity take action to resolve psychological tension and restore balance. A primary behavioral response involves reducing work inputs, such as lowering teaching effort, declining voluntary responsibilities, or increasing absenteeism. Adjusting inputs downward aligns the individual's effort ratio with the lower outcomes received relative to referents.

employee welfare and work-life balance
(B) Significantly enhanced intrinsic motivation and personal classroom job satisfaction
(C) Effective group incentive schemes
(D) Positive inequity

97. Which of the following is NOT an objective of a well-designed Employee Welfare program?
(A) To improve the standard of living of the employees
(B) To foster a sense of loyalty and belongingness
(C) To increase the rate of employee turnover
(D) To reduce absenteeism and tardiness

98. When evaluating the impact of rewards, the term "Line of Sight" refers to:
(A) The direct physical distance separating the Principal's administrative office from the central teacher staff room
(B) Seeing the connection between individual performance and received rewards
(C) The total operational transparency and public accessibility of the educational institution's annual financial audit
(D) The strict statutory regulation setting limits on the maximum number of allowable leave days per academic year

99. Providing teachers with access to a well-equipped gymnasium on the school premises after hours is an example of:
(A) Non-statutory intramural welfare focusing on physical health and recreation
(B) Mandatory statutory intramural welfare required under public educational service provisions
(C) A collective performance-contingent group incentive scheme designed for institutional staff
(D) An extrinsic monetary reward distributed through direct annual salary scale additions

100. In a Total Rewards Strategy for a government educational institution where base pay cannot be easily altered, administrators should place heavy emphasis on:
(A) Completely ignoring employee performance and institutional contributions altogether across all departments
(B) Leveraging benefits, work-life balance, recognition, and career growth opportunities
(C) Explicitly encouraging teaching staff to supplement their income by seeking external private tuition assignments
(D) Systematically reducing existing statutory employee welfare measures to minimize institutional operational costs

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66. (D) When there is a high degree of task interdependence and teamwork is essential for success
Group incentive schemes achieve maximum effectiveness when tasks exhibit high interdependence, making seamless collaboration and team problem-solving necessary for success. When educators must share instructional resources and coordinate teaching strategies, group incentives align individual efforts toward collective goals, fostering high mutual accountability and team synergy across educational academic departments.

67. (A) Employees share in the financial gains resulting from specific improvements in productivity or cost savings within the organization
Gain-sharing is a specialized group incentive model where employees receive financial bonuses derived directly from measured productivity improvements or operational cost savings. By tying rewards to institutional efficiency and resource conservation, gain-sharing encourages staff members to innovate workplace processes, eliminate operational waste, and enhance overall school organizational effectiveness.

68. (D) The tendency of individuals to expend less effort when working collectively than when working individually
Social loafing refers to the psychological phenomenon where individuals exert less effort when working in a collective group compared to working individually. In group incentive settings, diffuse personal accountability allows disengaged members to rely on peer contributions, lowering individual productivity unless specific performance tracking and individual accountability measures are actively maintained.

69. (B) Breakdown of inter-departmental cooperation and hoarding of resources or best practices
Implementing highly competitive group incentives between internal departments can lead to negative inter-group conflict, resource hoarding, and breakdown of cross-departmental communication. When teams view each other purely as rivals for awards, willingness to share pedagogical best practices diminishes, ultimately damaging institutional culture and overall school educational outcomes.

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70. (B) Government schools are non-profit public service institutions, making profit measurement and distribution inapplicable
Profit-sharing plans are incompatible with public government educational institutions because these organizations operate as non-profit public service entities funded by state budgets. Lacking commercial revenue streams or net financial profit margins, government schools cannot measure or distribute profits, relying instead on statutory civil service compensation and non-monetary staff recognition.

71. (B) Group incentive schemes / Gain-sharing
Allocating institutional performance grants to schools based on collective improvements in enrollment or learning metrics functions similarly to group incentive schemes or gain-sharing plans. These macro-level financial incentives reward entire organizational units for shared accomplishments, encouraging school-wide collaboration, resource optimization, and team-driven administrative improvements across the entire institution.

72. (B) Incorporate a component of peer evaluation or individual accountability alongside the group goal
To mitigate the free-rider problem within group incentive plans, institutional leaders can incorporate individual accountability metrics or peer evaluation mechanisms alongside collective targets. Assessing personal contributions ensures that every team member remains actively engaged, preventing passive participation while preserving collaborative group synergy and equitable organizational reward distribution.

73. (B) The constitution of an Internal Complaints Committee (ICC) to ensure a safe working environment
The Prevention of Sexual Harassment (POSH) Act, 2013 mandates the constitution of an Internal Complaints Committee (ICC) in every establishment with ten or more employees. Establishing an ICC represents a vital statutory welfare measure that guarantees a secure, supportive working environment, protecting employees from workplace harassment through legally mandated redressal frameworks.

(D) IV, II, I, V, III

13. In Maslow's theory, the concept that a lower-level need must be substantially satisfied before the next higher-level need becomes a dominant motivating force is known as:
(A) The principle of prepotency
(B) The principle of cognitive dissonance
(C) The principle of valence
(D) The principle of distributive justice

14. A newly appointed Principal in a rural school observes that teachers are frequently exhausted, lack access to clean drinking water during long shifts, and struggle with inadequate staffroom ventilation. The Principal immediately allocates funds from the school development fund to renovate the staffroom and install water purifiers. Which level of Maslow's hierarchy is the Principal primarily addressing to improve staff motivation?
(A) Esteem Needs
(B) Safety Needs
(C) Physiological Needs
(D) Social Needs

15. In an organizational context, which of the following is the most accurate representation of physiological needs for a school employee?
(A) A clear and predictable long-term career progression path within the administrative hierarchy
(B) Formal public recognition and commendation awards received directly from the Head of School
(C) Active membership and participation in the school's prestigious cultural and co-curricular committee
(D) Basic salary to purchase essential food, clothing, and shelter

16. A guest teacher working in a school expresses profound anxiety regarding contract renewal for the next academic session and delays in the disbursement of monthly remuneration. This anxiety indicates a deficit in which level of Maslow's hierarchy?
(A) Self-actualization Needs
(B) Physiological Needs
(C) Safety Needs
(D) Esteem Needs

17. Which of the following provisions under service rules primarily serves to fulfill the 'Safety Needs' of regular school teachers?
(A) The distribution of Teaching Excellence Awards on Teachers' Day
(B) The provision of provident fund and pension schemes
(C) The autonomy to select the pedagogical method for classroom transaction
(D) The establishment of subject-specific teacher professional learning communities

18. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Maslow, a teacher facing imminent termination due to disciplinary proceedings will not be highly motivated by the offer of a leadership role in a school committee.
Reason (R): Safety and security needs take precedence over esteem and self-actualization needs in the motivation hierarchy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

19. If a Principal notices that teachers are avoiding taking initiative because they fear punitive administrative action for minor procedural errors, the school climate is failing to provide:
(A) Psychological safety
(B) Physiological security
(C) Social belongingness
(D) Self-actualization opportunities

20. In the context of Maslow's Hierarchy, what does the fulfillment of "Social/Belongingness needs" typically manifest as within a school environment?
(A) Teachers receiving adequate financial compensation, regular increments, and allowances according to service rules
(B) Teachers attaining the absolute highest level of subject-matter expertise and pedagogical mastery in their subjects
(C) Teachers experiencing camaraderie and positive interpersonal staffroom relationships
(D) Teachers securing permanent tenure, job security, and statutory protection in their school service jobs

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represents an extrinsic non-monetary reward that fosters professional development. While avoiding direct cash payouts to the employee, it provides external prestige, enhances pedagogical skills, and supports career advancement, serving as an effective developmental recognition mechanism in public school education.

83. (B) Employee welfare and maintaining a healthy organizational climate
Implementing an accessible staff grievance redressal mechanism forms a crucial component of employee welfare and healthy institutional climate management. Providing structured, fair channels to resolve workplace concerns prevents interpersonal conflicts from escalating, ensures procedural justice, protects employee mental well-being, and fosters overall trust in school institutional leadership.

84. (B) Organizational issues like poor leadership and unfair rewards driving employee turnover
In turnover management, "push factors" refer to negative internal organizational conditions that drive employees away from an institution. Examples include unsupportive leadership, unfair reward systems, excessive administrative workloads, and toxic working environments. These internal push factors diminish job satisfaction and actively push employees to seek alternative external career employment opportunities.

85. (C) Selection criteria must be transparent, objective, and communicated in advance
To establish procedural justice and prevent perceptions of favoritism in recognition programs, evaluation criteria must be transparent, objective, and communicated in advance. Clear guidelines ensure that awards are granted based on merit and verifiable effort, building trust in leadership and maintaining high staff morale across the entire educational institution.

86. (B) It relates to the quality of interpersonal treatment and respect an employee receives when a reward or decision is communicated
Interactional justice focuses on the quality of interpersonal treatment, dignity, and respect employees experience when organizational decisions or rewards are communicated by leaders. Treating staff members with empathy, providing clear explanations, and demonstrating professional respect during reward delivery fosters psychological safety, enhances perceived equity, and strengthens long-term administrative trust.

87. (B) Macro-level group incentive and institutional recognition
Grants and formal honors awarded to entire schools under schemes like PM SHRI represent macro-level group incentives and institutional recognition. Rather than rewarding isolated individuals, these funds acknowledge collective institutional improvements in academic standards and infrastructure, motivating entire school teams to sustain quality enhancements through continuous collaborative educational effort.

88. (B) A supervisor or Principal suggests an employee seek EAP services when personal problems begin to negatively affect job performance
Supervisory referral within Employee Assistance Programs occurs when institutional leaders recognize that personal problems are negatively affecting an employee's work performance. The Principal constructively guides the staff member toward confidential professional counseling services, offering supportive assistance before resorting to formal administrative disciplinary proceedings, thereby prioritizing overall employee workplace welfare.

89. (B) Increase their effort and inputs to justify the rewards they are receiving
When an employee experiences positive inequity by feeling over-rewarded, Equity Theory predicts psychological discomfort from receiving disproportionately high outcomes relative to inputs. To restore cognitive equity and resolve personal discomfort, the individual increases work inputs by expending extra effort or taking on additional tasks to justify the received institutional rewards.

90. (B) An intramural, proactive employee welfare measure
Periodic preventive health check-ups conducted within school premises function as intramural, proactive employee welfare measures. Provided directly on-site, these health initiatives detect potential medical issues early, promote physical well-being, and demonstrate organizational care, enhancing overall health, reducing sick leave, and boosting morale without relying on reactive ex-post-facto administrative interventions.

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91. (A) Distributive justice and equity perception
Replacing a purely seniority-based promotion system with a merit-cum-seniority model directly enhances distributive justice and equity perception. Rewarding demonstrated performance alongside service duration ensures career advancement reflects individual inputs and achievements. This procedural reform addresses under-reward inequities, boosting motivation and encouraging professional diligence among high-performing educational staff members.

92. (A) Rewards are tangible items for specific goals, while recognition is intangible effort acknowledgment
A reward represents a tangible, performance-contingent outcome, such as a bonus or gift, granted for attaining specific goals. In contrast, recognition consists of intangible psychological acknowledgment, praise, or social appreciation that validates individual effort and dedication. Both components complement each other within effective organizational employee motivation systems.

93. (B) Continuance commitment
Continuance commitment occurs when an employee remains in an organization primarily due to calculating the economic costs or loss of accumulated benefits associated with leaving. Retaining a government job out of fear of forfeiting accumulated pension benefits or retirement funds reflects continuance commitment rather than emotional passion or intrinsic job satisfaction.

94. (A) Work-life balance and fair compensation of time
Granting compensatory off to non-teaching staff required to work on holidays or election duties promotes work-life balance and fair time compensation. Reimbursing sacrificed personal time with official time off prevents chronic overwork, mitigates occupational burnout, and maintains perceived organizational equity without altering base monetary civil service pay structures.

95. (B) Feelings of negative inequity among hard-working teachers due to the free-rider problem
Publicly praising all team members equally when one contributed nothing generates severe negative inequity among hard-working members due to the free-rider problem. Rewarding non-contribution devalues genuine effort, erodes trust in administrative fairness, and demotivates diligent staff members, illustrating how unearned rewards destabilize workplace morale and institutional team cohesion.

96. (A) Occupational stress, negatively impacting employee welfare and work-life balance
Role ambiguity and role conflict in educational settings serve as primary drivers of occupational stress. Ill-defined job responsibilities or conflicting organizational demands create mental fatigue, reduce job satisfaction, and disrupt work-life balance. Addressing role clarity through structured job descriptions and transparent leadership is crucial for preserving overall employee welfare.

97. (C) To increase the rate of employee turnover
Employee welfare programs aim to improve living standards, enhance job satisfaction, foster institutional loyalty, and reduce absenteeism and tardiness. Increasing employee turnover is directly contrary to welfare objectives, as effective welfare programs are specifically designed to reduce attrition, protect workforce health, and maintain stability across public educational institutions.

98. (B) Seeing the connection between individual performance and received rewards
In performance management, "line of sight" refers to an employee's clear understanding of how their individual work efforts directly influence organizational outcomes and lead to specific rewards. A clear line of sight boosts motivation and equity perceptions by ensuring staff members recognize how personal performance leads to tangible institutional recognition.

99. (A) Non-statutory intramural welfare focusing on physical health and recreation
Providing an on-site gymnasium facility represents non-statutory intramural welfare focusing on physical health and employee recreation. Because gym facilities are located on institutional premises but not legally mandated by civil service statutes, offering them serves as a voluntary management initiative designed to promote health, relieve stress, and enhance overall work-life quality.

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100. (B) Leveraging benefits, work-life balance, recognition, and career growth opportunities
In public educational institutions where base pay is fixed by government pay scales, implementing a Total Rewards Strategy requires administrators to emphasize non-financial components. School leaders should maximize health benefits, foster work-life balance, offer meaningful public recognition, and provide professional growth opportunities to attract, motivate, and retain talented educational personnel effectively.

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CHAPTER 10

Motivation Theories and Managerial Application

1. Which of the following best defines "motivation" in the context of educational management?
(A) The cognitive ability of an administrative employee to perform assigned organizational tasks without error
(B) The process that initiates, guides, and maintains goal-oriented behavior among school staff
(C) The statutory mandate compelling teachers to strictly adhere to statutory educational regulations
(D) The physiological capacity of a subordinate to sustain long working hours during annual school examinations

2. When analysing organizational behaviour in a school, which of the following is considered an incorrect statement regarding the nature of motivation?
(A) Motivation is an internal psychological phenomenon that cannot be observed directly but is inferred from observed behaviour
(B) Motivation is a continuous and dynamic psychological process influenced by continuously changing human needs and expectations
(C) Motivation can be effectively directed towards both the achievement of personal goals and broader institutional objectives
(D) Motivation is a static, objective trait that remains constant regardless of organizational climate

3. In the framework of school administration, what is the primary distinction between "motive" and "motivation"?
(A) A motive is an inner state energizing behavior, while motivation is stimulating individuals to action
(B) A motive is an external administrative incentive, whereas motivation is an internal psychological drive within individuals
(C) A motive applies exclusively to teaching staff, whereas motivation applies strictly to the senior school leadership
(D) A motive is an observable organizational output, whereas motivation represents abstract theoretical administrative planning

4. A Principal observes that the turnover rate among newly appointed contract teachers is unusually high. Which of the following explains why fostering motivation is essential for addressing this organizational issue?
(A) High motivation among teaching staff inevitably leads to a structural reduction in the sanctioned strength of the school
(B) Motivation completely replaces the administrative need for formal disciplinary rules and service conditions in an institution
(C) Motivated employees exhibit higher job commitment, reducing absenteeism and attrition
(D) Motivation eliminates the administrative necessity for providing statutory leave under applicable leave rules

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A highly motivated teaching staff automatically guarantees the achievement of superior academic results in a school.
Reason (R): Performance in an organization is a function of both motivation and the individual ability of the employees.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. Among the following options, what is the most appropriate long-term benefit of establishing a highly motivated organizational culture within a school?

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(A) It eliminates the necessity for any institutional supervisory mechanisms or routine administrative inspections by higher authorities
(B) It ensures absolute compliance with all financial and administrative rules without the requirement of an annual departmental audit
(C) It deliberately restricts community participation so that classroom teachers can work without external administrative interference
(D) It facilitates integrating institutional goals with personal career growth of staff

7. Identify the correct pair regarding types of motivation and their corresponding examples in a school setting.
(A) Intrinsic Motivation — A teacher receiving a prestigious Teaching Award along with a substantial cash prize from the government
(B) Intrinsic Motivation — A teacher developing innovative lesson plans for the joy of teaching
(C) Extrinsic Motivation — A teacher feeling profound personal internal satisfaction after a struggling student successfully passes the board exam
(D) Extrinsic Motivation — A Principal enjoying the intellectual and creative challenge of annual timetable construction for the entire school

8. According to the Cognitive Evaluation Theory, what is the likely outcome when a Principal introduces a strong extrinsic reward (like mandatory performance pay) for an activity that teachers previously performed out of intrinsic interest?
(A) Intrinsic motivation will increase significantly and continuously alongside the introduction of the extrinsic monetary reward
(B) The teachers will shift their focus completely to administrative compliance rather than concentrating on core classroom teaching duties
(C) Intrinsic motivation declines as teachers perceive a loss of personal control over work
(D) Both intrinsic and extrinsic motivation will neutralize each other completely, resulting in zero overall effort from the faculty

9. A Head of School wishes to leverage intrinsic motivation to improve pedagogical practices among senior teachers. Which of the following administrative actions would best achieve this?
(A) Issuing an official memorandum threatening an immediate reduction in the annual increment for poor academic results
(B) Promising a highly desirable posting transfer for those faculty members who achieve a 100% pass rate in final board exams
(C) Enforcing mandatory daily submission of handwritten, detailed lesson plans for rigid administrative inspection by supervisors
(D) Granting teachers autonomy to design a localized, art-integrated subject curriculum

10. Consider the following statements regarding intrinsic and extrinsic motivation:
I. Intrinsic motivation is driven by an interest or enjoyment in the task itself.
II. Extrinsic motivation involves engaging in a behaviour to earn a reward or avoid punishment.
III. Extrinsic motivation is always detrimental to organizational citizenship behaviour in schools.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

11. Which of the following managerial interventions by a Principal does NOT serve as a source of extrinsic motivation for the school staff?
(A) Recommending a teacher for an expedited promotion under a career progression scheme
(B) Facilitating opportunities for a teacher to master a complex new teaching skill purely for personal mastery
(C) Providing a certificate of appreciation during the annual day function
(D) Sanctioning honorarium for conducting remedial classes after regular school hours

12. Arrange the following needs in the correct sequential order from lowest to highest according to Abraham Maslow's Hierarchy of Needs theory:
I. Esteem Needs
II. Safety Needs
III. Self-Actualization Needs
IV. Physiological Needs
V. Social Needs
(A) IV, II, V, I, III
(B) II, IV, V, I, III
(C) IV, V, II, III, I

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interpersonal relationships with disgruntled colleagues

28. Which of the following is an incorrect statement regarding the self-actualization need in Maslow's hierarchy?
(A) It is the highest level of need in the hierarchy
(B) It can be completely and permanently satisfied once achieved
(C) It involves the desire for self-fulfillment and realizing one's potential
(D) It varies significantly in expression from one individual to another

29. A major criticism of Maslow's Hierarchy of Needs in organizational psychology is that:
(A) Little empirical evidence supports the rigid step-by-step progression of needs
(B) It places far too much theoretical emphasis on short-term financial rewards rather than long-term growth
(C) It completely ignores the fundamental role of physiological and survival needs in determining human workplace motivation
(D) It is exclusively applicable to senior executive top-level management and fails when applied to subordinate operational staff

30. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Maslow's Hierarchy of Needs theory has been criticized for having a built-in cultural bias.
Reason (R): The theory is largely based on individualistic Western cultural norms, whereas in collectivist cultures, social needs often supersede esteem and self-actualization needs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. From a managerial perspective, the lack of robust empirical support for Maslow's strict hierarchy suggests that a Principal should:
(A) Completely abandon all need-based motivational strategies and framework applications in modern educational management
(B) Assume that all school teachers possess exactly the same dominant motivational need at any given administrative point in time
(C) Focus administrative attention exclusively on self-actualization, assuming that lower-level needs are entirely irrelevant
(D) Recognize that teachers may be motivated by multiple needs simultaneously

32. Frederick Herzberg's Two-Factor Theory of motivation was originally developed using which of the following research methodologies?
(A) The experimental laboratory control group method conducting controlled psychological testing on subject groups
(B) The comprehensive longitudinal survey method tracking corporate employees continuously over a twenty-year timeframe
(C) The critical incident technique interviewing engineers and accountants
(D) The advanced statistical meta-analysis combining hundreds of empirical studies on previous historical motivation theories

33. Identify the incorrect statement regarding Herzberg's Two-Factor Theory.
(A) Hygiene factors prevent dissatisfaction but do not lead to satisfaction
(B) The opposite of job satisfaction is job dissatisfaction
(C) Motivator factors are intrinsically related to the content of the job itself
(D) The factors that lead to job satisfaction are separate and distinct from those that lead to job dissatisfaction

34. According to Herzberg's Two-Factor Theory, which of the following is classified as a 'Hygiene Factor' in a school environment?
(A) Recognition for exceptional teaching
(B) Advancement to a leadership role
(C) The level of responsibility assigned to the teacher
(D) Interpersonal relations with the Principal

35. The school building has severe water leakage, and the staffroom lacks basic furniture. The Principal successfully petitions the management to fix these infrastructure issues. According to Herzberg, what will be the psychological impact on the teachers?
(A) Their job dissatisfaction will decrease to a state of neutrality
(B) They will immediately become highly motivated to achieve exceptional academic

NODIA

21. Identify the correct pair that matches a managerial action to the fulfillment of Social/ Belongingness needs in a school.
(A) Organizing staff potluck lunches and birthday celebrations — Fulfilling Social Needs
(B) Recommending a senior teacher for a prestigious national academic award — Fulfilling Social Needs
(C) Sanctioning statutory maternity leave applications promptly without delay — Fulfilling Social Needs
(D) Assigning challenging academic performance targets to an experienced teacher — Fulfilling Social Needs

22. Consider the following administrative actions by a Principal:
I. Creating cross-functional teams for the annual sports day.
II. Encouraging peer-mentoring among newly recruited and senior teachers.
III. Establishing an open-door policy for grievance redressal.
IV. Facilitating informal staff gatherings after school hours.
Which of these actions specifically target the fulfillment of social and belongingness needs according to Maslow?
(A) I and II only
(B) III and IV only
(C) I, II and IV only
(D) I, II, III and IV

23. Maslow divided 'Esteem needs' into two categories: internal and external. Which of the following represents an external esteem need for a school teacher?
(A) High self-confidence in one's own professional teaching ability and classroom management skills
(B) Status, recognition, and appreciation from the Principal and peers
(C) A deep personal feeling of independence, self-reliance, and individual professional competence
(D) A profound sense of internal psychological freedom, personal autonomy, and self-directed motivation

24. A Principal introduces a "Star Educator of the Month" bulletin board in the main reception area, displaying the photograph and achievements of an outstanding teacher. This strategy primarily targets which level of Maslow's hierarchy?
(A) Safety Needs
(B) Social Needs
(C) Esteem Needs
(D) Self-Actualization Needs

25. A senior teacher with 25 years of unblemished service has reached the peak of her pay scale. She is financially secure, enjoys excellent relations with colleagues, and is highly respected. However, lately, she appears demotivated and mentions feeling stagnant. According to Maslow's theory, what should the Principal do to motivate her?
(A) Substantially increase her daily classroom teaching load to keep her constantly occupied throughout the day
(B) Transfer her to a more distant school location to provide a refreshing change of administrative scenery
(C) Assure her that all her official pension documents and retirement benefits will be processed smoothly upon retirement
(D) Assigning her as 'Master Trainer' for a district curriculum reform initiative

26. In the context of school management, 'Self-actualization' for a teacher is most accurately described as:
(A) The drive to maximize pedagogical potential and achieve personal and professional growth
(B) The administrative desire to become a Principal solely for achieving a higher pay scale, status, and power
(C) The social need to be recognized as the most popular staff member among all students, parents, and school colleagues
(D) The administrative compulsion to strictly follow all departmental rules to avoid receiving show-cause notices

27. Which of the following situations best illustrates a teacher operating at the level of self-actualization?
(A) A teacher working overtime continuously exclusively to earn sufficient additional money to pay off an urgent housing loan
(B) A teacher starting an innovation club passionately without expecting extra pay
(C) A teacher meticulously updating statutory school registers to avoid an adverse entry in the annual performance appraisal report
(D) A teacher organizing an elaborate staff picnic specifically to improve damaged

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74. (D) Giving a teacher increased autonomy, responsibility, and control over curriculum planning
Job enrichment serves as a powerful non-monetary intrinsic reward by expanding role depth, autonomy, and decision-making responsibility. Providing teachers increased control over curriculum design and instructional strategies satisfies higher-order psychological needs for growth and mastery, enhancing intrinsic work motivation, job satisfaction, and professional engagement without direct financial payouts.

75. (A) Both A and R are true and R is the correct explanation of A
Group incentive schemes are particularly effective when educational tasks require interdisciplinary coordination and collaborative planning. Because complex instructional projects depend on shared expertise, group incentives foster mutual cooperation, knowledge exchange, and collective problem-solving. Therefore, the provided reasoning logically explains why group rewards outperform individual incentives in highly collaborative school environments.

76. (A) Desires that their outcome/input ratio be greater than their referent's, expecting higher rewards for the same effort
In Equity Sensitivity theory, an 'Entitled' individual expects their outcome-to-input ratio to exceed that of comparative referents. Such employees feel entitled to superior financial rewards, recognition, or privileges while contributing equivalent or lesser effort, reflecting a high expectation of organizational outcomes relative to personal daily work inputs.

77. (B) Statutory financial welfare/social security measure
General Provident Fund advances for medical treatment or family commitments constitute codified statutory financial welfare and social security measures. Governed by formal civil service pension and provident rules, these statutory provisions ensure employees can access accumulated funds during personal emergencies, providing essential financial security without relying on discretionary management cash payouts.

78. (B) Induction improves early retention by reducing role ambiguity and integrating teachers into school culture
A structured onboarding and induction process enhances teacher retention by reducing initial role ambiguity, clarifying administrative expectations, and facilitating cultural integration. Early professional support helps newly appointed educators adapt efficiently, build colleague networks, and manage workload challenges, preventing early-career turnover and boosting long-term institutional professional commitment across the school.

79. (B) A non-monetary reward recognizing competence and offering job enrichment
Delegating key administrative tasks like timetable preparation to a high-performing teacher serves as a non-monetary intrinsic reward. This gesture demonstrates supervisory trust, recognizes professional competence, and enriches the teacher's role by providing greater operational responsibility, thereby fostering autonomy, intrinsic motivation, and professional growth without direct financial cash expenditure.

80. (C) Extrinsic non-monetary incentives
Offering non-financial perks such as priority period selection and positive APAR endorsements leverages extrinsic non-monetary incentives. These administrative recognitions provide external value, reward extra effort, and encourage voluntary participation in co-curricular clubs without requiring additional institutional financial budgets, effectively driving performance through non-monetary administrative recognition in school management.

NODIA

81. (B) A tolerance for negative inequity, often giving more inputs than the outcomes they receive compared to others
According to Equity Sensitivity theory, a 'Benevolent' employee exhibits high tolerance for negative inequity. Such individuals are altruistic, willing to contribute greater work inputs, effort, and dedication than the outcomes or rewards they receive relative to referents, deriving intrinsic fulfillment from service rather than demanding strict external reward equivalence.

82. (B) Nomination to attend a prestigious leadership workshop at NIEPA at government expense
Nominating a teacher to attend an advanced leadership workshop at government expense

board results across all classes
(C) They will directly experience high levels of intrinsic job satisfaction, moral fulfillment, and self-actualization
(D) It will have absolutely no psychological impact, as infrastructure improvement is completely unrelated to work motivation

36. Consider the following elements of a teacher's job:
I. Base salary and allowances
II. Achievement in students' board results
III. School administration and policy rules
According to Herzberg, which of the above are considered hygiene factors?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

37. In Herzberg's terminology, the state where an organization has excellent working conditions, fair policies, and good pay, but offers no meaningful work or recognition, is described as:
(A) Zero dissatisfaction and zero satisfaction
(B) High satisfaction and low dissatisfaction
(C) High dissatisfaction and high satisfaction
(D) Zero dissatisfaction and high satisfaction

38. A Principal delegates the entire responsibility of organizing the annual science exhibition to a mid-career science teacher, giving him full autonomy over the budget, theme, and execution. According to Herzberg's theory, the Principal is utilizing which type of factor?
(A) A hygiene factor, specifically deployed to reduce the teacher's baseline level of administrative dissatisfaction
(B) A physiological factor, aimed directly at meeting basic baseline survival and physical workplace needs of staff
(C) An extrinsic reinforcement factor, utilized to mandate strict policy compliance and administrative obedience
(D) A motivator factor, to increase the teacher's job satisfaction

39. Identify the correct pair differentiating Hygiene and Motivator factors based on Herzberg's theory.
(A) Job Security — Motivator Factor
(B) Personal Growth — Motivator Factor
(C) Work Itself — Hygiene Factor
(D) Working Conditions — Motivator Factor

40. Why do factors like achievement, recognition, and responsibility act as true 'motivators' according to Herzberg?
(A) Because they directly and substantially increase the overall monthly financial compensation of the school employee
(B) Because they make the physical working environment significantly more comfortable and pleasant for daily staff routines
(C) Because they fulfill deep needs for psychological growth and self-actualization
(D) Because they systematically eliminate interpersonal friction and reduce operational conflict with administrative superiors

41. Applying Herzberg's theory logically: If a Principal has successfully resolved all grievances regarding timetable distribution, leave policies, and staffroom facilities, what is the next necessary step to actively motivate the staff?
(A) Substantially increase the baseline salary beyond the statutory recommendations of national pay commissions
(B) Continue to upgrade and replace the physical staffroom furniture and amenities on an annual maintenance schedule
(C) Relax internal disciplinary rules further to maintain an environment of complete baseline zero dissatisfaction
(D) Provide enriched job roles, autonomy, and growth opportunities

42. A frequent methodological criticism of Herzberg's Two-Factor Theory is that:
(A) Attributing success to internal factors and failures to hygiene factors
(B) It applies exclusively to blue-collar industrial workers and fails completely when applied to professional educators
(C) It completely fails to account for or recognize the core psychological concept of job satisfaction in organizations
(D) It relies on overly complex, abstract mathematical formulas that make measuring workplace motivation impractical

43. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Herzberg's Two-Factor Theory is often criticized for assuming a strong correlation between job satisfaction and productivity.
Reason (R): The research methodology used by Herzberg only measured satisfaction and

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73. A mathematics teacher discovers that a colleague in the same department, with equal qualifications and experience, was granted a special increment by the management while he was not. According to Equity Theory, which of the following is a likely reaction by the mathematics teacher to resolve this perceived "under-reward inequity"?
(A) He will voluntarily increase his daily working hours and effort to justify matching the colleague's pay scale
(B) He will reduce inputs (e.g., stop taking extra classes) to balance ratio
(C) He will immediately experience a higher state of intrinsic motivation, job satisfaction, and self-actualization
(D) He will naturally develop a significantly higher Need for Affiliation with departmental administrative peers

74. Consider the following behavioural responses:
I. Changing one's own inputs
II. Changing one's own outcomes
III. Distorting perceptions of oneself or others
IV. Choosing a different referent person
According to Equity Theory, which of these are possible ways an employee might try to restore a sense of equity when they feel unfairly treated?
(A) I and II only
(B) I, II and III only
(C) II, III and IV only
(D) I, II, III and IV

75. While Equity Theory originally focused on 'Distributive Justice' (the perceived fairness of the amount and allocation of rewards), modern organizational behaviour also emphasizes 'Procedural Justice'. What does Procedural Justice refer to in a school context?
(A) Fairness of procedures and rules used to decide reward distribution
(B) The strict equality of baseline pay scales across all different grades and cadres of school teachers
(C) The formal administrative legal proceedings initiated against staff under statutory service and conduct rules
(D) The absolute identical and uniform distribution of weekly teaching workload among all staff members

76. Edwin Locke's Goal-Setting Theory proposes that intentions to work toward a goal are a major source of work motivation. According to this theory, which types of goals lead to the highest level of performance?
(A) Vague, generalized, and non-specific goals (e.g., "Do your absolute best")
(B) Specific and challenging goals
(C) Extremely difficult, unrealistic, and completely unattainable performance goals
(D) Easy, routine, highly repetitive, and low-effort instructional goals

77. Identify the correct statement regarding the role of feedback in Locke's Goal-Setting Theory.
(A) Feedback is completely irrelevant and unnecessary once performance goals have been established
(B) Any form of negative feedback permanently destroys teacher motivation and halts performance progress
(C) Self-generated feedback is a more powerful motivator than external feedback
(D) Feedback should strictly be provided only at the end of the academic year during formal annual performance appraisals

NODIA

78. A Principal wants to improve the reading proficiency of primary students. According to Goal-Setting Theory, which of the following directives to the primary teachers will generate the most motivation and best results?
(A) "Try your absolute best to help primary students read significantly better during this academic year."
(B) "Ensure that every single primary student reads at the 5th-grade level by the end of next week without fail."
(C) "Increase students reading at grade level by 20% by semester end"
(D) "Continue teaching reading skills as you currently are, but try to focus somewhat more on daily reading practice."

79. A newly appointed Principal holds a meeting to set the academic targets for the year. She dictates strict, top-down goals without consulting the teachers. Despite the goals being specific and clear, teacher motivation remains low. According to Goal-Setting Theory, what crucial element is missing in this scenario?
(A) Goal Difficulty
(B) Goal Specificity
(C) Goal Commitment
(D) Goal Complexity

51. If a school has historically operated under a rigid Theory X culture with high mistrust between the administration and staff, what is the most appropriate initial step for a newly appointed Principal attempting to shift towards a Theory Y environment?
(A) Immediately eliminate all formal organizational rules, monitoring systems, and reporting structures across the school
(B) Gradually introduce participative decisions while building mutual trust
(C) Issue a strict administrative mandate declaring that all teaching staff must immediately exhibit intrinsic self-motivation
(D) Significantly increase supervisory surveillance to ensure that teachers are rapidly adapting to the new school culture

52. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A Principal who strongly holds Theory X assumptions may inadvertently cause teachers to become passive, resistant, and unwilling to take initiative.
Reason (R): The Pygmalion effect suggests that subordinates often adjust their behaviour to align with the expectations of their manager, creating a self-fulfilling prophecy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

53. Identify the correct pair matching the McGregor theory to its corresponding typical leadership style.
(A) Theory X — Democratic / Participative Management
(B) Theory Y — Autocratic / Directive Leadership
(C) Theory X — Laissez-faire Leadership Model
(D) Theory Y — Democratic Leadership

54. While Theory Y is generally advocated in educational settings, under which of the following circumstances might a Principal most appropriately employ a more directive, Theory X-oriented approach temporarily?
(A) When collaboratively planning and structuring the annual academic pedagogical curriculum for all classes
(B) In urgent crises involving student safety requiring immediate compliance
(C) When designing and facilitating an art-integration instructional workshop for senior subject faculty members
(D) When conducting routine peer-observation mentoring sessions aimed at enhancing general teaching techniques

55. According to David McClelland's Theory of Needs, individuals with a high Need for Achievement (nAch) typically exhibit which of the following characteristics?
(A) A strong cognitive desire to dominate others and control all major organizational resources within the school
(B) Preference for moderate difficulty tasks and immediate, clear feedback
(C) A strong social desire to be liked, valued, and socially accepted by all members of the peer group at all costs
(D) A persistent behavioural tendency to avoid taking personal responsibility or accountability for work outcomes

56. A teacher consistently requests the Principal for challenging assignments, such as turning around the performance of the lowest-scoring class. She sets realistic targets, meticulously tracks data, and seeks weekly feedback on her progress. This behaviour strongly indicates a high:
(A) Need for Institutional Power (nPow)
(B) Need for Social Affiliation (nAff)
(C) Need for Achievement (nAch)
(D) Need for Job and Personal Security

57. Identify the incorrect pair regarding McClelland's Need for Achievement (nAch) and associated behaviours.
(A) High nAch — Consistently prefers taking well-calculated, moderate operational risks in projects
(B) High nAch — Deliberately avoids very easy tasks where success offers no personal satisfaction
(C) High nAch — Enjoys high-risk pure chance gambling
(D) High nAch — Desires complete personal responsibility and accountability for solving complex problems

58. A senior Economics teacher expresses a strong desire to become the staff secretary and a member of the School Management Committee

NODIA

dissatisfaction, without actually measuring corresponding increases or decreases in productivity.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

44. Which of the following is NOT a recognized criticism of Herzberg's Two-Factor Theory?
(A) The theory's reliability is questionable as it depends heavily on the interpretation of the raters
(B) The theory completely fails to distinguish between intrinsic and extrinsic motivation
(C) No overall measure of satisfaction is utilized; a person may dislike part of their job yet still think it is acceptable
(D) The theory is inconsistent with previous research on motivation and ignores situational variables

45. Douglas McGregor's 'Theory X' represents a set of assumptions about human behaviour in organizations. Which of the following best defines the core premise of Theory X?
(A) Employees are inherently self-motivated, proactively seek responsibility, and naturally view work as a source of satisfaction
(B) Employees inherently dislike work, avoid responsibility, and require coercion
(C) Employees are motivated primarily by perceptions of fair and equitable treatment relative to the efforts of their peer group
(D) Employees achieve high motivation only when specific, highly challenging, and clear organizational goals are set for them

46. A Principal insists on installing CCTV cameras in all classrooms specifically to monitor whether teachers are teaching, demands hourly updates on lesson progress, and frequently uses the threat of negative performance appraisal remarks to ensure compliance. This leadership style is heavily influenced by:
(A) Vroom's Expectancy Theory
(B) McGregor's Theory Y
(C) McGregor's Theory X
(D) Herzberg's Motivator Factors

47. Consider the following assumptions:
I. The average human being prefers to be directed.
II. People exercise self-direction and self-control in the service of objectives to which they are committed.
III. The capacity to exercise a relatively high degree of imagination is widely distributed in the population.
IV. Most people have little ambition and want security above all.
Which of the above assumptions belong to McGregor's Theory X?
(A) I and II
(B) II and III
(C) I and IV
(D) III and IV

48. Under McGregor's Theory Y, the expenditure of physical and mental effort in work is considered:
(A) A necessary evil to be avoided whenever possible
(B) As natural as play or rest
(C) A direct result of external coercion and control
(D) Solely dependent on financial incentives

49. Which of the following statements correctly reflects the Theory Y view on responsibility?
(A) Humans learn, under proper conditions, to accept and seek responsibility
(B) Taking on operational responsibility is intrinsically threatening and must be forcibly imposed upon administrative subordinates
(C) Only select individuals occupying senior executive leadership positions possess the inherent cognitive capacity to handle responsibility
(D) Personal responsibility should be tied exclusively to rigid punitive accountability measures and formal departmental sanctions

50. A Principal observes that a group of teachers are highly passionate about environmental conservation. She allows them to independently design, fundraise, and execute a 'Green School Project' without demanding daily progress reports, trusting their commitment to the school's vision. The Principal's administrative behaviour exemplifies:
(A) Theory X management
(B) Theory Y management
(C) Classical conditioning
(D) Authoritarian leadership

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(C) Needs strength, Psychological Drives, External Incentives
(D) Individual Ability, Workplace Motivation, Environmental Opportunity

66. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): According to Expectancy Theory, if a teacher highly values a promotion (high valence) and believes high performance will lead to the promotion (high instrumentality), but feels completely incapable of achieving high performance (zero expectancy), their motivation will be zero.
Reason (R): The Expectancy Theory formula is multiplicative ($M = E \times I \times V$); therefore, if any single component is zero, the overall motivation is zero.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

67. In Vroom's model, what does the term "Valence" represent?
(A) The perceived subjective probability that expending effort will directly lead to successful performance
(B) The value an individual places on a given outcome or reward
(C) The cognitive belief that achieving a specific level of performance will result in obtaining a reward
(D) The physical and social organizational environment in which the employee performs daily work duties

68. The component "Instrumentality" in Vroom's Expectancy Theory specifically addresses the employee's perception of the link between:
(A) Effort and Performance
(B) Performance and Outcome/Reward
(C) Personal Goals and Organizational Goals
(D) Intrinsic and Extrinsic Motivation

69. A Principal announces that any teacher who successfully implements ICT-integrated lessons in 100% of their classes will receive a special commendation. However, the teachers know the school's internet connection is chronically broken and they have no access to smartboards. In Vroom's terms, what component is missing here, leading to low motivation?
(A) Valence (The administrative recognition commendation reward is not perceived as desirable by staff)
(B) Instrumentality (The belief that achieving high performance will ultimately not be recognized or rewarded)
(C) Expectancy (Belief that effort will not lead to target performance due to resource lack)
(D) Equity (The belief that teachers in neighboring schools receive far better institutional rewards)

70. A highly capable teacher knows she can easily achieve excellent board results (High Expectancy). She also knows that achieving excellent results is supposed to lead to the Teaching Excellence Award. However, she has observed that historically, the award is given based on political connections rather than merit. Therefore, she puts in only average effort. According to Vroom, her low motivation is due to low:
(A) Valence of outcome
(B) Instrumentality
(C) Expectancy belief
(D) Affiliation need

71. To effectively apply Vroom's Expectancy Theory in a school setting, a Principal must ensure that:
(A) Rewards are uniformly and equally distributed among all faculty members regardless of individual performance
(B) Performance targets set for teaching staff are made impossibly high to forcefully stretch their professional limits
(C) Rewards are valued, success criteria are clear, and resources are provided
(D) Only direct financial incentives are utilized, assuming that intrinsic rewards cannot be quantified or calculated

72. J. Stacy Adams' Equity Theory focuses on an individual's feelings of how fairly they are treated in comparison with others. The theory is based on the ratio of an employee's:
(A) Internal psychological needs to external personal desires
(B) Expended personal effort to observed job performance levels
(C) Inputs to outcomes
(D) Subjective professional expectations to actual work reality

NODIA

(SMC). He thrives on influencing others, arguing policy points, and organizing staff actions. He is less concerned with personal teaching accolades than with having an impact on school-wide decisions. According to McClelland, which need is dominant in this teacher?
(A) Need for Achievement (nAch)
(B) Need for Power (nPow)
(C) Need for Affiliation (nAff)
(D) Need for Autonomy

59. McClelland distinguished between two forms of the Need for Power (nPow). What is the term for the type of power that is directed towards the benefit of the institution and the development of others, rather than personal dominance?
(A) Autocratic Power
(B) Personalized Power
(C) Socialized Power
(D) Coercive Power

60. A Principal identifies a teacher with a high Need for Power (nPow). To channel this motivation positively for the school, what is the most appropriate managerial strategy?
(A) Completely isolate the teacher from administrative committees to prevent them from influencing colleagues
(B) Assign them as head of a disciplinary committee with clear guidelines
(C) Assign the teacher repetitive, routine, and solitary administrative duties such as basic data entry operations
(D) Constantly and publicly override the teacher's professional decisions to remind them of the institutional hierarchy

61. According to McClelland, a teacher with a dominant Need for Affiliation (nAff) would be most motivated by:
(A) Being placed in an intense, highly competitive individual ranking system set against all other peer teachers
(B) Working in a supportive team environment with interpersonal harmony
(C) Being granted unilateral administrative authority to discipline students without any peer or parental consultation
(D) Receiving an individual merit cash bonus exclusively for personal high performance in annual student results

62. Consider the following needs proposed by McClelland:
I. Need for Achievement (nAch)
II. Need for Power (nPow)
III. Need for Affiliation (nAff)
Which of the following statements is true regarding how these needs manifest in successful top-level organizational leaders (like senior educational administrators)?
(A) High nAff is the most critical requirement for top-level leadership
(B) A high nPow combined with a low nAff is often associated with successful top-level management
(C) High nAch guarantees success as a manager because it ensures excellent delegation skills
(D) Managers with high nAff are usually the most objective in decision-making

63. Which of the following situations would a teacher with a very high Need for Affiliation (nAff) most actively seek to avoid?
(A) Planning and organizing the major cultural events and annual function activities for the entire school
(B) Giving critical negative feedback to a colleague during peer appraisal
(C) Participating actively in collaborative, team-based lesson planning and curriculum mapping sessions
(D) Mentoring and supporting a newly inducted guest teacher during their initial classroom adjustment period

64. Victor Vroom's Expectancy Theory of motivation differs fundamentally from the theories of Maslow and Herzberg because it is a:
(A) Traditional content theory that focuses primarily on identifying and categorizing specific human needs
(B) Process theory focusing on cognitive calculations of effort, performance, and rewards
(C) Behavioral modification theory that relies strictly on environmental reinforcement and external stimuli
(D) Personal trait theory that categorizes inherent, immutable personality types across working populations

65. In Vroom's Expectancy Theory, motivation is expressed mathematically as the product of which three variables?
(A) Effort inputs, Performance levels, Reward outcomes
(B) Valence, Instrumentality, Expectancy

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80. B.F. Skinner's Reinforcement Theory is based on the 'Law of Effect', which posits that:
(A) Individuals are motivated exclusively by internal cognitive expectations and self-directed thoughts
(B) Pleasant outcomes increase behavior repetition; unpleasant outcomes decrease it
(C) Workplace motivation is strictly a function of perceived equity in reward ratios across peer groups
(D) Human needs are arranged in a strict, universal hierarchical order from basic survival to growth

81. Identify the correct pair mapping an administrative action to the type of reinforcement/conditioning (Skinner's Theory).
(A) Praising a teacher for a well-managed assembly — Negative Reinforcement
(B) Removing a teacher from strict playground duty because they completed all syllabus targets early — Positive Reinforcement
(C) Issuing a memo for chronic late arrival — Punishment
(D) Ignoring a teacher's constant complaining until they stop complaining — Punishment

82. A Principal notices that a teacher constantly interrupts staff meetings. To apply 'extinction' as a behaviour modification strategy according to Reinforcement Theory, the Principal should:
(A) Openly reprimand and admonish the teacher in front of colleagues during the official staff meeting
(B) Deduct a day's earned casual leave from the teacher's administrative leave balance as a penalty
(C) Completely ignore the interruptions, withholding all attention
(D) Publicly praise and commend the teacher when they finally remain silent during a group discussion

83. Which of the following is an incorrect statement regarding the schedules of reinforcement in organizational management?
(A) Continuous reinforcement leads to rapid learning of a new behaviour
(B) Behaviour reinforced on an intermittent (variable) schedule is highly resistant to extinction
(C) A monthly salary is an example of a variable-ratio schedule of reinforcement
(D) A fixed-interval schedule often leads to uneven performance, with effort peaking just before the reward time

84. Motivation theories are broadly classified into 'Content' theories and 'Process' theories. Which of the following is an example of a Process theory?
(A) Maslow's Hierarchy of Needs
(B) Herzberg's Two-Factor Theory
(C) McClelland's Theory of Needs
(D) Adams' Equity Theory

85. Identify the correct pair matching the theorist with the classification of their motivation theory.
(A) Vroom — Content Theory
(B) McGregor — Process Theory
(C) Locke — Process Theory
(D) Herzberg — Process Theory

86. If a Principal is attempting to map Maslow's hierarchy onto Herzberg's two-factor framework, which of Maslow's needs corresponds most closely to Herzberg's 'Motivator' factors?
(A) Basic Physiological and Safety Needs
(B) Workplace Safety and Social Belonging Needs
(C) Esteem and Self-Actualization Needs
(D) Basic Physiological and Esteem Needs

87. When comparing McClelland's theory to Maslow's hierarchy, the Need for Achievement (nAch) and Need for Power (nPow) align most closely with which levels of Maslow's needs?
(A) Basic Physiological and Safety needs
(B) Job Safety and Social Belongingness needs
(C) Esteem and Actualization needs
(D) Social Belongingness and Physiological needs

88. A Principal decides to expand a teacher's role. Instead of just teaching Physics to Class XII, the teacher is now also given the authority to design the school's science curriculum, manage the laboratory budget, and evaluate junior science teachers. In motivational strategy terms, this is an example of:
(A) Job Rotation
(B) Job Enlargement
(C) Job Enrichment
(D) Job Simplification

89. To motivate staff through participative management, a Principal establishes small groups of teachers who meet voluntarily on a regular basis to identify, analyze, and solve work-

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related problems in the school. This strategy is best known as:
(A) Quality Circles
(B) Collective Bargaining
(C) Sensitivity Training
(D) Theory X Management

90. Based on modern organizational behaviour research, which of the following is generally considered the most effective long-term, non-financial motivational strategy for professional teachers?
(A) Providing subsidized or completely free lunch options in the school canteen for all staff
(B) Offering professional development and career advancement opportunities
(C) Reducing the official daily school working hours by fifteen minutes across all terms
(D) Providing designated, reserved parking spaces near the main entrance for senior teaching staff

91. Which of the following is NOT considered a constructive, effective managerial strategy for motivating teachers in a school setting?
(A) Actively fostering a supportive, inclusive, and collaborative professional school climate
(B) Aligning individual teacher professional goals directly with the broader institutional vision
(C) Using threats of punitive transfers to enforce discipline
(D) Regularly recognizing and publicly celebrating small educational milestones and achievements

92. A highly competent and previously enthusiastic mid-career teacher has recently been showing signs of severe burnout. He arrives late, his lesson plans are perfunctory, and he seems cynical about new educational policies. As a Principal applying motivational theory, what is the most appropriate diagnostic intervention?
(A) Immediately issue an official show-cause administrative notice to shock him back into strict compliance
(B) Having a dialogue to clarify root causes and collaboratively redesign his work
(C) Demote him from his status as a senior teacher to significantly reduce his daily academic workload
(D) Transfer him to another academic department immediately without prior consultation to give a fresh start

93. Establishing a formal mentoring program where senior, experienced teachers guide newly inducted guest teachers is a strategy that primarily leverages which two motivational needs simultaneously?
(A) Esteem needs of the senior teacher and Safety needs of the new teacher
(B) Physiological needs of both teachers
(C) Safety needs of the senior teacher and Esteem needs of the new teacher
(D) Power needs of the new teacher and Affiliation needs of the senior teacher

94. Providing teachers with opportunities to attend high-quality capacity building programs (like national-level educational workshops) acts as a motivator primarily because it fulfills the need for:
(A) Opportunities for social interaction and networking outside the school campus
(B) Competence, mastery, and professional growth
(C) Securing immediate, short-term extrinsic financial bonuses and allowances
(D) Briefly escaping daily classroom teaching responsibilities and supervisory duties

95. The educational authority mandates a shift to competency-based assessment. Several veteran teachers are highly resistant and unmotivated to change their traditional testing methods. To build motivation for this change, what is the most effective leadership action?
(A) Formally threaten to withhold their monthly salaries until they fully comply with departmental mandates
(B) Explain the rationale, provide training, and involve them in rubric design
(C) Completely ignore the veteran teachers and assign the new assessment tasks strictly to young junior recruits
(D) Implement the assessment change overnight without prior warning or training to prevent organized staff resistance

96. A Principal realizes that administrative paperwork (data entry, scholarship forms) is significantly demotivating the teaching staff by eating into their instructional preparation time. What is the best structural strategy to resolve this?
(A) Issue a directive telling teachers to manage

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their instructional and administrative time much better
(B) Distribute admin tasks using clerical staff and e-tools to protect teaching time
(C) Arbitrarily cancel all administrative reporting work regardless of underlying statutory requirements
(D) Offer a minor cash incentive and allowance for every administrative form filled out by teaching staff

97. In organizational psychology, what is the fundamental conceptual difference between "Job Satisfaction" and "Motivation"?
(A) There is absolutely no conceptual difference between the two; they are completely synonymous terms
(B) Satisfaction is an attitude about job; motivation is the drive to exert effort
(C) Satisfaction relates strictly to monetary compensation, while motivation relates only to career promotions
(D) Motivation is a purely retrospective emotional feeling, while satisfaction is a forward-looking behavioral drive

98. Consider a scenario where a teacher is highly satisfied with her job because the school is near her house, the workload is very light, and colleagues are friendly. However, she expends very little effort on improving her teaching methods or student outcomes. This scenario demonstrates that:
(A) High job satisfaction consistently and invariably leads to high workplace motivation and superior performance
(B) High satisfaction can coexist with low motivation and low performance
(C) Job satisfaction and employee motivation are always inversely proportional to each other in organizations
(D) The teacher must inevitably be operating under the core assumptions of Douglas McGregor's Theory Y model

99. Which of the following is an incorrect statement regarding the relationship between job satisfaction and performance in schools?
(A) A happy and satisfied teacher is not necessarily an exceptionally productive classroom teacher in all contexts
(B) High performance leads directly to job satisfaction when performance is followed by fair and equitable rewards
(C) A perfect correlation exists between job satisfaction and academic outcomes
(D) Chronic workplace job dissatisfaction is highly correlated with increased employee absenteeism and staff turnover

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100. A Principal conducts a school climate survey to assess job satisfaction among staff. The survey reveals high dissatisfaction specifically regarding "fairness in the allocation of periods and co-curricular duties." To improve satisfaction and subsequent motivation, the Principal should:
(A) Completely ignore the survey results, asserting that timetable construction is strictly a management prerogative
(B) Adopt a transparent, consultative workload distribution process
(C) Severely reprimand the teaching staff for openly questioning administrative decisions and operational policies
(D) Increase the overall workload across the board so that all faculty members suffer equally under the system

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ANSWERS

1. (B) The process that initiates, guides, and maintains goal-oriented behavior among school staff

Motivation in educational management represents the internal and external forces that initiate, direct, and sustain goal-oriented behaviors among academic and administrative personnel. It drives employees to invest continuous effort toward achieving institutional objectives while fulfilling individual professional aspirations. Understanding motivation enables school leaders to create supportive environments that foster dedication, performance, and long-term retention.

2. (D) Motivation is a static, objective trait that remains constant regardless of organizational climate

Motivation is not a fixed or static personal characteristic; rather, it is a dynamic psychological state that fluctuates based on individual needs, leadership styles, and the overall climate within an institution. Organizational environments, peer relationships, and administrative support significantly influence staff engagement levels over time, proving that motivation continually evolves rather than remaining constant.

3. (A) A motive is an inner state energizing behavior, while motivation is stimulating individuals to action

In administrative frameworks, a motive refers to an internal drive, need, or psychological desire that energizes and directs human behavior toward specific goals. Motivation, conversely, represents the broader process of inspiring, encouraging, and mobilizing individuals to take purposeful action. While motives originate internally within an employee, motivation encompasses administrative strategies that activate these underlying inner drives.

4. (C) Motivated employees exhibit higher job commitment, reducing absenteeism and attrition

Fostering high levels of workplace motivation directly enhances institutional commitment, job satisfaction, and professional morale among teaching staff. When teachers feel valued, supported, and psychologically invested in their work, rates of chronic absenteeism and employee turnover drop significantly. Building a supportive motivational environment ensures organizational stability and preserves institutional knowledge within educational settings.

5. (D) A is false but R is true

While motivation is essential for driving effort, high motivation alone cannot guarantee superior academic outcomes because organizational performance relies heavily on individual employee ability, available instructional resources, and structural support. The assertion is false because effort without required skills produces sub-optimal results, whereas the reason correctly identifies performance as a combined function of motivation and ability.

6. (D) It facilitates integrating institutional goals with personal career growth of staff

The most enduring benefit of a motivated organizational culture is the seamless alignment between personal career ambitions and institutional goals. When educators perceive that fulfilling school objectives simultaneously enhances their own professional competence and career advancement, they display sustained commitment. This alignment transforms routine administrative duties into meaningful professional pursuits, generating long-term organizational success.

7. (B) Intrinsic Motivation — A teacher developing innovative lesson plans for the joy of teaching

Intrinsic motivation arises from internal satisfaction, innate curiosity, and the personal joy derived from performing an activity itself rather than seeking external rewards. A teacher who designs innovative lesson plans purely out of passion for teaching demonstrates intrinsic motivation, as the fulfillment is embedded within the creative process rather than driven by monetary compensation or administrative recognition.

8. (C) Intrinsic motivation declines as teachers perceive a loss of personal control over work

Cognitive Evaluation Theory asserts that introducing powerful extrinsic rewards for

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activities previously driven by internal interest often diminishes intrinsic motivation. When tangible incentives like performance pay are attached to inherent tasks, individuals perceive a loss of autonomy and self-determination, shifting their locus of control externally. Consequently, genuine passion declines as performance becomes associated with controlling external measures.

9. (D) Granting teachers autonomy to design a localized, art-integrated subject curriculum
Intrinsic motivation thrives in environments that offer professional autonomy, creative freedom, and opportunities for personal mastery. Granting educators the authority to design localized, art-integrated curricula empowers them to take ownership of their instructional strategies. This administrative action taps into internal drives, fostering genuine enthusiasm and pedagogical innovation rather than relying on external compliance mechanisms or monetary incentives.

10. (A) I and II only
Statement I correctly defines intrinsic motivation as internal task enjoyment, while statement II accurately describes extrinsic motivation as driven by external rewards or avoiding penalties. Statement III is incorrect because extrinsic motivators, when implemented effectively, can support organizational goals and complement citizenship behaviors without being inherently harmful or damaging to school culture and faculty productivity.

11. (B) Facilitating opportunities for a teacher to master a complex new teaching skill purely for personal mastery
Extrinsic motivation relies on external incentives, financial honorariums, public praise, or career promotions provided by management. In contrast, facilitating skill mastery purely for personal growth addresses intrinsic motivation, as the reward resides within the subjective experience of self-improvement and learning. Thus, supporting professional mastery without external rewards serves as an intrinsic rather than an extrinsic motivator.

12. (A) IV, II, V, I, III
Abraham Maslow's Hierarchy of Needs arranges human needs in a strict five-tier ascending order starting from basic biological survival to self-fulfillment. The correct sequence begins with physiological needs (IV), followed by safety needs (II), social belongingness needs (V), esteem needs (I), and culminates in self-actualization needs (III), forming the foundational framework for understanding human motivation.

13. (A) The principle of prepotency
In Maslow's motivational framework, the principle of prepotency dictates that lower-level needs must be substantially satisfied before an individual becomes motivated by the next higher level of needs. A dominant unsatisfied need monopolizes human consciousness and behavior, preventing higher-tier psychological growth needs from functioning as active motivators until lower-order survival and security requirements are met.

14. (C) Physiological Needs
Physiological needs represent fundamental biological requirements essential for basic human physical survival and comfort in any working environment. Providing clean drinking water, adequate ventilation, and comfortable physical rest facilities addresses the most basic layer of Maslow's hierarchy. Resolving these physical baseline deficiencies ensures staff members can function without physical discomfort before higher psychological motivators become effective.

15. (D) Basic salary to purchase essential food, clothing, and shelter
In an organizational setting, physiological needs are satisfied indirectly through basic financial compensation. Earned salaries enable employees to purchase essential biological requirements such as food, water, clothing, and housing required for daily survival. Without adequate monetary remuneration to cover these fundamental physical living costs, higher-level career aspirations and administrative social needs cannot become dominant sources of workplace motivation.

16. (C) Safety Needs
Safety and security needs encompass job stability, financial security, freedom from administrative vulnerability, and predictable working conditions. Anxiety over contractual renewal and delayed salary disbursements directly threatens an employee's sense of economic and employment security. Addressing these basic structural concerns is essential for satisfying safety needs before higher-level motivators like professional esteem or professional growth can be realized.

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17. (B) The provision of provident fund and pension schemes
Statutory service provisions such as provident funds, health insurance, and pension schemes primarily fulfill safety and security needs by providing long-term financial stability and protection against future uncertainties. These institutional mechanisms assure school staff that their long-term economic well-being is safeguarded, satisfying second-tier needs in Maslow's hierarchy and allowing focus on higher pedagogical responsibilities.

18. (A) Both A and R are true and R is the correct explanation of A
A teacher facing job termination experiences a severe threat to basic safety and security needs. According to Maslow's prepotency principle, lower-level safety needs take precedence over higher-tier esteem needs like committee leadership roles. Therefore, both statements are true, and the reason correctly explains why higher administrative rewards fail to motivate individuals whose baseline security is unfulfilled.

19. (A) Psychological safety
When employees refrain from taking initiative due to fear of punitive action or administrative reprimands, the institutional environment lacks psychological safety. Psychological safety provides a supportive climate where staff feel secure enough to take calculated professional risks, share innovative ideas, and admit minor errors without fearing humiliation or punishment, thereby supporting safety needs within Maslow's structural framework.

20. (C) Teachers experiencing camaraderie and positive interpersonal staffroom relationships
Social and belongingness needs in Maslow's hierarchy pertain to human desires for affection, acceptance, group membership, and positive interpersonal relationships. In an educational workplace, these needs manifest as warm staffroom camaraderie, effective teamwork, and supportive peer relationships. Fulfilling social needs creates an inclusive institutional climate that fosters professional collaboration and reduces feeling isolated among faculty members.

21. (A) Organizing staff potluck lunches and birthday celebrations — Fulfilling Social Needs
Organizing informal gatherings like staff potluck lunches and birthday celebrations fosters positive social interaction, interpersonal bonding, and mutual acceptance among school colleagues. These collaborative activities directly satisfy social and belongingness needs within Maslow's framework by building a cohesive workplace community, whereas performance awards or formal statutory leave target higher esteem or safety needs respectively.

22. (C) I, II and IV only
Actions I, II, and IV promote team cooperation, peer mentorship, and informal social bonding, directly addressing social and belongingness needs in Maslow's hierarchy. In contrast, action III, which involves establishing an open-door grievance policy, primarily addresses administrative communication and psychological safety needs rather than fostering informal social inclusion and peer belonging among teaching staff.

23. (B) Status, recognition, and appreciation from the Principal and peers
Maslow divided esteem needs into internal aspects, like self-respect and personal confidence, and external aspects, such as status, prestige, official recognition, and public appreciation from leadership and peers. External esteem needs depend on social validation from others within the organization, affirming the employee's worth, competence, and contribution to the institutional community.

24. (C) Esteem Needs
Publicly highlighting individual teacher accomplishments on a prominent bulletin board addresses external esteem needs within Maslow's framework. Displaying achievements satisfies the need for recognition, prestige, respect, and professional status among peers and visitors. Such recognition measures validate the teacher's efforts, boosting self-worth and reinforcing professional pride without relying strictly on financial incentives.

25. (D) Assigning her as 'Master Trainer' for a district curriculum reform initiative
A highly experienced, financially secure, and well-respected educator facing professional stagnation requires opportunities at the self-actualization level. Assigning her as a Master Trainer allows her to realize her full potential, exercise creative leadership, and mentor others. This role provides meaningful intellectual challenges, satisfying

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self-fulfillment needs rather than lower-level financial, social, or safety requirements.

26. (A) The drive to maximize pedagogical potential and achieve personal and professional growth
Self-actualization represents the highest level in Maslow's hierarchy, characterized by the desire to become everything one is capable of becoming. For a teacher, this manifests as maximizing pedagogical expertise, developing innovative educational approaches, and achieving full creative and professional potential, rather than seeking supervisory authority, administrative compliance, or social popularity.

27. (B) A teacher starting an innovation club passionately without expecting extra pay
Initiating an educational club out of pure passion without seeking financial compensation or external administrative rewards demonstrates self-actualization. At this stage, individuals are driven by intrinsic desires for creative growth, self-expression, and personal fulfillment. Engaging in meaningful innovative work for its own sake represents the pinnacle of personal development in Maslow's hierarchy.

28. (B) It can be completely and permanently satisfied once achieved
Unlike lower-level deficiency needs, self-actualization is a continuous, ongoing growth need that is never fully or permanently satisfied. As individuals achieve higher levels of competence and creative growth, new aspirations and challenges emerge. Self-actualization involves a lifelong pursuit of self-fulfillment, personal development, and potential realization rather than a finite endpoint.

29. (A) Little empirical evidence supports the rigid step-by-step progression of needs
A major scientific critique of Maslow's theory is the lack of empirical evidence supporting the strict hierarchical progression of human needs. Empirical research indicates that individuals frequently pursue higher-level needs, such as self-actualization or social esteem, even when lower-level baseline needs like financial security or physical comfort remain unfulfilled or threatened.

30. (A) Both A and R are true and R is the correct explanation of A
Maslow's framework was developed primarily within individualistic Western societies where self-initiative and personal achievement are prioritized. In collectivist cultures, social belongingness, group harmony, and community welfare often take priority over individual esteem and self-actualization needs. Thus, both statements are correct, and the reason accurately explains the Western cultural bias inherent in the hierarchy.

31. (D) Recognize that teachers may be motivated by multiple needs simultaneously
Because empirical evidence refutes a rigid step-by-step need hierarchy, educational managers must adopt a flexible approach to human motivation. Principals should recognize that staff members are often motivated by a complex mix of needs—including financial security, social connection, professional esteem, and self-actualization—simultaneously, requiring tailored administrative support across multiple dimensions.

32. (C) The critical incident technique interviewing engineers and accountants
Frederick Herzberg developed his Two-Factor Theory using the critical incident research technique. He interviewed engineers and accountants, asking them to describe specific workplace events where they felt exceptionally good or exceptionally bad about their jobs. Analyzing these qualitative responses revealed distinct sets of factors associated with job satisfaction and job dissatisfaction separately.

33. (B) The opposite of job satisfaction is job dissatisfaction
Herzberg postulated that job satisfaction and job dissatisfaction are not opposite ends of a single continuum. Instead, the opposite of job satisfaction is "no job satisfaction," while the opposite of job dissatisfaction is "no job dissatisfaction." Addressing hygiene factors merely eliminates dissatisfaction, whereas intrinsic motivators are required to build true professional job satisfaction separately within organizations.

34. (D) Interpersonal relations with the Principal
In Herzberg's Two-Factor Theory, hygiene factors are extrinsic elements associated with the work environment rather than the job content itself. Interpersonal relationships with supervisors, institutional policies, working conditions, and base salary are hygiene factors. Improving these elements prevents workplace dissatisfaction but

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and career prospects fulfills intrinsic needs for competence, self-actualization, and professional growth, leading to sustained engagement, higher performance, and institutional loyalty.

91. (C) Using threats of punitive transfers to enforce discipline
Threatening punitive transfers relies on fear, coercion, and rigid control, which creates a toxic work climate, destroys trust, and severely reduces overall staff morale. Constructive motivation strategies rely on psychological safety, professional recognition, supportive climate, and aligning staff goals with institutional vision rather than coercive administrative punishments.

92. (B) Having a dialogue to clarify root causes and collaboratively redesign his work
Addressing teacher burnout requires a diagnostic, supportive intervention rather than disciplinary action. Engaging in open dialogue allows the Principal to identify root stressors, restore psychological safety, and collaboratively redesign work responsibilities. Re-aligning tasks with the teacher's professional strengths and intrinsic interests helps rebuild engagement and long-term motivation.

93. (A) Esteem needs of the senior teacher and Safety needs of the new teacher
A structured mentoring program leverages esteem needs for senior teachers by validating their expertise, status, and contribution to the school community. Simultaneously, it fulfills safety and security needs for newly inducted teachers by providing guidance, reducing job anxiety, and offering structured support during their initial professional transition into the school.

94. (B) Competence, mastery, and professional growth
High-quality professional development capacity building programs motivate educators by satisfying their internal psychological needs for competence, mastery, and continuous professional growth. Expanding pedagogical skills and subject expertise enhances self-efficacy, empowering teachers to handle classroom challenges effectively while fostering intrinsic pride and renewed dedication to their teaching practice.

95. (B) Explain the rationale, provide training, and involve them in rubric design
Overcoming resistance to educational reform requires building capability and ownership among faculty members. Explaining the rationale behind competency-based assessment, providing comprehensive professional training, and involving experienced teachers in designing rubrics enhances self-efficacy, fosters commitment, and aligns staff effort with new institutional objectives effectively.

96. (B) Distribute admin tasks using clerical staff and e-tools to protect teaching time
Administrative paperwork reduces instructional preparation time and demotivates teachers when it interferes with core pedagogical duties. Reallocating routine administrative data entry to clerical personnel and utilizing automated digital tools protects instructional preparation time, removes a key hygiene dissatisfaction factor, and allows teachers to concentrate on classroom instruction.

97. (B) Satisfaction is an attitude about job; motivation is the drive to exert effort
Job satisfaction is an evaluative attitude reflecting how much an employee likes or values their current job situation. Motivation, in contrast, is an active psychological drive that energizes, directs, and sustains effort toward specific organizational goals. An employee may feel satisfied with comfortable working conditions without feeling driven to exert extra effort.

98. (B) High satisfaction can coexist with low motivation and low performance
A comfortable working environment, light workload, and pleasant social relations generate high job satisfaction by satisfying basic hygiene and social needs. However, without challenging goals, responsibility, or intrinsic motivators, satisfaction does not automatically translate into high motivation or superior performance, proving that satisfaction and motivation can operate independently.

99. (C) A perfect correlation exists between job satisfaction and academic outcomes
Research demonstrates that job satisfaction does not perfectly correlate with employee performance or academic outcomes. While satisfied employees display lower absenteeism and turnover, high performance requires a

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44. (B) The theory completely fails to distinguish between intrinsic and extrinsic motivation
Distinguishing between intrinsic motivators and extrinsic hygiene factors is the cornerstone of Herzberg's Two-Factor Theory. Therefore, stating that the theory fails to make this distinction is factually incorrect. Valid criticisms include rater interpretation bias, lack of overall satisfaction measures, and questionable assumptions regarding the satisfaction-productivity relationship.

45. (B) Employees inherently dislike work, avoid responsibility, and require coercion
Douglas McGregor's Theory X reflects a traditional, autocratic view of human behavior in management. It assumes that employees inherently dislike work, will avoid responsibility whenever possible, lack ambition, and must be closely supervised, controlled, coerced, or threatened with punishment to ensure they contribute adequately toward achieving organizational goals.

46. (C) McGregor's Theory X
Monitoring teachers via cameras, requiring hourly progress updates, and relying on threats of negative appraisal marks exemplify Theory X management. This approach stems from the belief that staff members lack self-discipline, inherently dislike work responsibilities, and require strict external control, constant administrative surveillance, and coercive measures to ensure compliance.

47. (C) I and IV
Assumptions I (preferring direction) and IV (lacking ambition and desiring security above all) represent Theory X assumptions regarding employee attitudes. Conversely, assumptions II (exercising self-direction) and III (widespread capacity for imagination and creativity) are core tenets of Theory Y, which views employees as self-motivated and capable of autonomous professional development.

48. (B) As natural as play or rest
Under McGregor's Theory Y model, expending physical and mental effort during work is viewed as natural as play or rest. The theory assumes that people do not inherently dislike work and can derive significant satisfaction from performance, exercising self-direction and commitment when institutional conditions and personal goals are aligned effectively.

49. (A) Humans learn, under proper conditions, to accept and seek responsibility
Theory Y posits that the average human being learns, under supportive and encouraging conditions, not only to accept but actively seek personal and professional responsibility. Avoidance of responsibility and lack of ambition are seen as consequences of negative organizational experiences and autocratic management rather than inherent traits of human nature.

50. (B) Theory Y management
Granting teachers autonomy to independently design and execute a project without constant supervision reflects Theory Y management. This approach demonstrates administrative trust in employees' commitment, creativity, and self-direction. By empowering staff and encouraging initiative, the Principal treats teachers as inherently motivated professionals capable of achieving institutional goals autonomously.

51. (B) Gradually introduce participative decisions while building mutual trust
Transitioning a deeply ingrained Theory X culture to a Theory Y model requires a gradual, deliberate approach focused on trust-building. Instantly removing all supervisory oversight or demanding immediate self-motivation creates confusion and instability. Gradually introducing participative decision-making builds staff confidence, establishes administrative trust, and systematically fosters autonomous professional engagement.

52. (A) Both A and R are true and R is the correct explanation of A
Principals holding Theory X views expect subordinates to be passive and irresponsible, enforcing rigid controls that demoralize staff. Under the Pygmalion effect, employees adjust their behavior to meet these low expectations, becoming resistant and dependent. Thus, both statements are true, and the Reason correctly explains how managerial assumptions create self-fulfilling prophecies.

53. (D) Theory Y — Democratic Leadership
Theory Y assumptions align directly with democratic and participative management styles, which emphasize employee empowerment, shared

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does not directly inspire intrinsic motivation or superior job performance.

35. (A) Their job dissatisfaction will decrease to a state of neutrality
Infrastructure repairs like fixing water leaks and improving furniture address hygiene factors in Herzberg's theoretical framework. Resolving physical workplace deficits removes sources of discomfort and dissatisfaction, bringing staff to a neutral emotional state (no dissatisfaction). However, hygiene improvements alone do not create intrinsic motivation or high job satisfaction among teachers.

36. (C) I and III only
According to Herzberg, base salary (I) and organizational policy rules (III) are classified as hygiene factors because they relate to the work environment and extrinsic context. Student academic achievement (II), however, is a motivator factor linked to intrinsic feelings of professional achievement, personal mastery, and meaningful work performance within the school setting.

37. (A) Zero dissatisfaction and zero satisfaction
When an institution provides excellent hygiene factors like fair salaries, comfortable conditions, and good policies, job dissatisfaction is completely eliminated. However, if motivator factors such as meaningful work, autonomy, and recognition are absent, teachers will experience zero job satisfaction. This condition results in a neutral psychological state characterized by zero dissatisfaction and zero satisfaction.

38. (D) A motivator factor, to increase the teacher's job satisfaction
Delegating full authority, financial responsibility, and creative autonomy over a project represents job enrichment and taps into motivator factors. According to Herzberg, assigning increased responsibility, challenge, and opportunity for personal achievement directly enhances intrinsic job satisfaction, encouraging professional growth and active motivation beyond mere compliance with administrative requirements.

39. (B) Personal Growth — Motivator Factor
In Herzberg's framework, personal growth, achievement, recognition, and responsibility are classified as motivator factors because they relate directly to job content and fulfill intrinsic psychological needs. Conversely, job security, working conditions, and the work environment itself are hygiene factors that serve to eliminate dissatisfaction rather than actively generate positive motivation.

40. (C) Because they fulfill deep needs for psychological growth and self-actualization
Motivator factors such as achievement, recognition, and responsibility act as powerful motivators because they address intrinsic psychological needs for professional growth, personal capability, and self-actualization. These internal factors inspire individuals to exert extra effort and derive deep personal satisfaction from their work, unlike hygiene factors which merely manage the external working environment.

41. (D) Provide enriched job roles, autonomy, and growth opportunities
Once a Principal eliminates job dissatisfaction by resolving hygiene issues like facilities and policies, further enhancing hygiene factors yields diminishing returns. To actively motivate staff, leadership must pivot to motivator factors by offering enriched job roles, pedagogical autonomy, professional development, and opportunities for personal achievement and institutional leadership.

42. (A) Attributing success to internal factors and failures to hygiene factors
A common methodological criticism of Herzberg's theory is ego-defensive bias during critical incident interviews. Individuals naturally tend to attribute satisfying experiences to their own internal efforts and achievements (motivators), while blaming dissatisfaction on external organizational factors like administration, policies, or working conditions (hygiene factors), thereby biasing the research findings.

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43. (A) Both A and R are true and R is the correct explanation of A
Herzberg's theory assumes a direct relationship between job satisfaction and productivity. However, critics highlight that his methodology measured only feelings of satisfaction and dissatisfaction rather than actual performance metrics. Thus, both statements are true, and the reason correctly explains why assuming a strong correlation between satisfaction and productivity is criticized.

affiliation needs prevent decision-making bias caused by the desire to avoid conflict or seek personal popularity.

63. (B) Giving critical negative feedback to a colleague during peer appraisal
Teachers with a high Need for Affiliation prioritize positive social relationships and harmony. They actively avoid situations that threaten interpersonal goodwill, such as delivering harsh negative feedback or evaluating colleagues critically. Confrontational tasks cause anxiety for high nAff individuals because potential conflict directly risks damaging personal relationships and peer acceptance.

64. (B) Process theory focusing on cognitive calculations of effort, performance, and rewards
Victor Vroom's Expectancy Theory is a process theory that analyzes how cognitive evaluations drive motivation. Unlike content theories that identify static human needs, process theories examine the dynamic mental calculations individuals perform regarding effort, expected performance outcomes, and the perceived personal value of available organizational rewards.

65. (B) Valence, Instrumentality, Expectancy
In Vroom's Expectancy Theory, motivation is defined through the multiplicative formula: Motivation = Expectancy × Instrumentality × Valence. Expectancy represents the effort-to-performance belief, Instrumentality represents the performance-to-reward connection, and Valence represents the personal value placed on the outcome. Because the formula is multiplicative, all three components must remain positive to generate effective overall workplace motivation.

66. (A) Both A and R are true and R is the correct explanation of A
Vroom's model uses a multiplicative formula (Motivation = Expectancy × Instrumentality × Valence). If an employee believes effort cannot yield performance (Expectancy = 0), overall motivation becomes zero regardless of how high Instrumentality or Valence are. Thus, both statements are true, and the Reason correctly explains why zero expectancy nullifies motivation.

67. (B) The value an individual places on a given outcome or reward
Valence in Victor Vroom's Expectancy Theory refers to the subjective personal value or attractiveness an individual places on an organizational reward or outcome. It measures how desirable or undesirable the result is to the employee, ranging from positive (highly desirable) to negative (undesirable), directly influencing their total motivation to achieve that outcome.

68. (B) Performance and Outcome/Reward
Instrumentality represents the employee's cognitive belief that successfully reaching a specific target level of job performance will serve as a direct instrument to obtain a desired outcome or reward. It reflects the perceived reliability of administrative promises, explicitly linking actual work achievements directly to the formal distribution of organizational rewards within the institution.

69. (C) Expectancy (Belief that effort will not lead to target performance due to resource lack)
In Vroom's model, Expectancy is the belief that expending effort will lead to successful task performance. When essential resources like internet access or smartboards are absent, teachers realize that no amount of effort can produce the required performance targets. Consequently, Expectancy drops to zero, causing overall work motivation to collapse.

70. (B) Instrumentality
In this scenario, the teacher possesses high Expectancy (effort yields performance) but low Instrumentality. Instrumentality is low because she perceives that performance does not reliably lead to the promised reward due to political favoritism. When the performance-to-reward connection is broken, motivation declines despite high confidence in personal performance capabilities.

71. (C) Rewards are valued, success criteria are clear, and resources are provided
To effectively apply Vroom's theory, administrative leaders must optimize all three components. Principals need to ensure high Expectancy by providing adequate instructional resources, establish high Instrumentality by tying performance transparently to rewards, and guarantee high Valence by offering meaningful

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outcomes that teachers genuinely value within the educational institution.

72. (C) Inputs to outcomes
J. Stacy Adams' Equity Theory posits that individuals evaluate workplace fairness by comparing their own ratio of inputs (effort, experience, education) and outcomes (salary, recognition, privileges) against the input-outcome ratio of referent peers. Perceived inequity arises when these ratios are unequal, prompting cognitive or behavioral responses to restore balance.

73. (B) He will reduce inputs (e.g., stop taking extra classes) to balance ratio
According to Equity Theory, experiencing under-reward inequity generates significant psychological tension. To restore perceived fairness, an employee will often lower their inputs—such as reducing working hours or refusing extra duties—to align their personal input-outcome ratio with that of the referent peer, balancing the overall equity equation within the workplace.

74. (D) I, II, III and IV
Equity Theory outlines several key psychological and behavioral mechanisms employees use to resolve perceived workplace inequity. These methods include altering inputs (reducing effort), changing outcomes (requesting a raise), distorting cognitive perceptions of self or others, or selecting a completely different referent person for comparison, making all four options valid equity restoration strategies.

75. (A) Fairness of procedures and rules used to decide reward distribution
While distributive justice focuses on the perceived fairness of outcome allocations, procedural justice refers to the perceived fairness of the processes and rules used to determine those outcomes. In schools, procedural justice requires transparent, consistent, unbiased, and consultative decision-making mechanisms when distributing rewards, responsibilities, and performance evaluations.

76. (B) Specific and challenging goals
Edwin Locke's Goal-Setting Theory demonstrates that specific and challenging goals lead to higher performance than vague aspirations or easy targets. Specificity provides clear direction, while goal difficulty mobilizes effort, enhances persistence, and encourages tactical planning, provided the individual possesses the necessary capability and commitment to achieve the targets.

77. (C) Self-generated feedback is a more powerful motivator than external feedback
In Goal-Setting Theory, feedback is critical for monitoring progress and adjusting performance strategies. Research demonstrates that self-generated feedback—where employees track their own progress—is a more powerful motivator than external feedback alone, as it enhances self-efficacy, personal accountability, and intrinsic commitment toward achieving established organizational goals.

78. (C) "Increase students reading at grade level by 20% by semester end"
Goal-Setting Theory posits that effective organizational goals must be specific, measurable, challenging, and time-bound. Directing teachers to increase student reading proficiency by 20% by semester end defines precise performance criteria and a clear timeframe. This specific target mobilizes focused effort, encourages strategic instructional planning, and allows ongoing progress tracking far better than vague instructions.

79. (C) Goal Commitment
Goal-Setting Theory emphasizes that high performance depends heavily on goal commitment. Dictating goals top-down without teacher consultation reduces personal ownership and commitment. When staff members participate in setting goals, goal commitment increases, ensuring that specific and challenging targets successfully translate into elevated workplace motivation and sustained effort.

80. (B) Pleasant outcomes increase behavior repetition; unpleasant outcomes decrease it
Skinner's Reinforcement Theory relies fundamentally on Thorndike's Law of Effect, which posits that behavior followed by pleasant consequences is likely to be repeated, whereas behavior followed by unpleasant consequences is less likely to recur. Thus, external environmental reinforcers directly shape organizational employee behavior, bypassing internal cognitive considerations.

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81. (C) Issuing a memo for chronic late arrival — Punishment
In Skinner's framework, punishment involves applying an unpleasant stimulus to reduce an undesirable behavior. Issuing an official memorandum for chronic tardiness is a classic form of punishment intended to suppress late arrivals. Conversely, praising represents positive reinforcement, and ignoring a behavior to decrease it represents extinction rather than punishment.

82. (C) Completely ignore the interruptions, withholding all attention
Extinction within Skinner's Reinforcement Theory involves withholding the positive reinforcement that maintains an undesirable behavior. When an individual interrupts to gain attention, completely ignoring the behavior removes the reinforcing stimulus. Deprived of attention, the disruptive behavior gradually declines and is eventually eliminated without relying on direct punishment or confrontation.

83. (C) A monthly salary is an example of a variable-ratio schedule of reinforcement
A monthly salary is disbursed at predictable time intervals, making it a fixed-interval schedule of reinforcement rather than a variable-ratio schedule. Variable-ratio schedules provide rewards after an unpredictable number of responses, generating high resistance to extinction, whereas fixed-interval schedules provide reinforcers after set time periods regardless of response output.

84. (D) Adams' Equity Theory
Content theories (Maslow, Herzberg, McClelland) focus on identifying specific internal needs and factors that energize behavior. Process theories, such as Adams' Equity Theory, explain how behavior is initiated, directed, and sustained through cognitive processing, comparative ratios, perceived fairness, and mental evaluations of inputs versus outcomes in the workplace.

85. (C) Locke — Process Theory
Edwin Locke's Goal-Setting Theory is correctly classified as a process theory of motivation because it explains how cognitive goal intentions, task specificity, and feedback mechanisms direct human performance. In contrast, Vroom's theory is a process theory, McGregor's framework represents managerial assumptions, and Herzberg's framework is classified as a content theory.

86. (C) Esteem and Self-Actualization Needs
Mapping Maslow's hierarchy onto Herzberg's two-factor framework reveals that higher-level needs—specifically Esteem and Self-Actualization—align directly with Herzberg's Motivator factors. Both frameworks recognize that long-term job satisfaction, intrinsic drive, and performance excellence stem from personal achievement, professional recognition, autonomy, creative challenge, and individual growth within the workplace.

87. (C) Esteem and Actualization needs
McClelland's Need for Achievement (nAch) and Need for Power (nPow) align closely with Maslow's top tiers: Esteem and Self-Actualization needs. Both concepts center on personal mastery, competence, status, influence, and realizing individual potential, contrasting with lower-tier needs that focus on physiological survival, job safety, and basic social belongingness.

88. (C) Job Enrichment
Job enrichment involves vertically expanding a work role by adding higher-level responsibilities, autonomy, decision-making authority, and intellectual challenge. Giving the teacher authority over curriculum design, laboratory budget management, and peer evaluation enriches job content, directly activating Herzberg's motivator factors and satisfying higher-order needs for professional growth and achievement.

89. (A) Quality Circles
Quality Circles are small, voluntary groups of employees who meet regularly to identify, analyze, and solve operational problems within their work areas. In educational management, Quality Circles promote participative decision-making, empower teachers, build collaborative problem-solving skills, and enhance intrinsic motivation by giving staff a active voice in school improvement.

90. (B) Offering professional development and career advancement opportunities
Empirical research demonstrates that providing opportunities for professional development and career advancement serves as the most effective non-financial long-term motivator for educators. Enhancing pedagogical mastery

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decision-making, autonomy, and mutual trust. Conversely, Theory X assumptions correspond to autocratic or directive leadership models, where managers rely on centralized authority, strict supervision, and top-down control to drive strict organizational compliance.

54. (B) In urgent crises involving student safety requiring immediate compliance
While Theory Y is preferred in normal educational administration, emergency situations threatening student safety require immediate, direct compliance. During crisis management, directive Theory X-oriented leadership allows swift, unambiguous decision-making and immediate execution of safety protocols without waiting for group consultation or consensus, ensuring prompt protection of the school community.

55. (B) Preference for moderate difficulty tasks and immediate, clear feedback
According to David McClelland, individuals with a high Need for Achievement (nAch) prefer tasks of moderate difficulty where success depends on effort rather than chance. They seek personal responsibility for solving problems and require immediate, unambiguous feedback regarding their performance to evaluate their progress and continuously refine their achievements.

56. (C) Need for Achievement (nAch)
Seeking challenging assignments, setting realistic performance targets, tracking operational data, and desiring frequent feedback are classic indicators of a high Need for Achievement (nAch). Such individuals are motivated by personal mastery, continuous self-improvement, and tangible professional progress rather than social approval, institutional status, or supervisory authority over their colleagues.

57. (C) High nAch — Enjoys high-risk pure chance gambling
High nAch individuals avoid high-risk, pure-chance gambling because outcomes depend on luck rather than personal effort and skill. They prefer calculated, moderate-risk situations where their problem-solving abilities directly influence success, providing genuine satisfaction. Pure chance offers no personal accomplishment, making high-risk gambling incompatible with high achievement motivation.

58. (B) Need for Power (nPow)
A strong desire to hold committee positions, influence institutional policies, lead colleagues, and impact school-wide decision-making indicates a dominant Need for Power (nPow). Individuals high in nPow are motivated by holding authority, driving organizational direction, and influencing others, placing greater value on institutional leadership impact than on individual personal teaching awards.

59. (C) Socialized Power
McClelland differentiated between personalized power (seeking individual dominance and control over others) and socialized power. Socialized power is directed toward empowering others, achieving institutional goals, and supporting organizational development. Leaders with high socialized power use their influence constructively to build effective teams and improve overall educational performance across the institution.

60. (B) Assign them as head of a disciplinary committee with clear guidelines
Channeling a high Need for Power positively involves placing the employee in formal leadership roles with defined organizational responsibilities. Appointing the teacher as head of a disciplinary committee provides structured authority to influence outcomes while establishing clear administrative boundaries, converting their power drive into constructive leadership that benefits the school.

61. (B) Working in a supportive team environment with interpersonal harmony
Individuals with a dominant Need for Affiliation (nAff) are motivated by friendly social interactions, mutual acceptance, and group cohesion. They thrive in collaborative, supportive team environments that emphasize interpersonal harmony and working together, while avoiding highly competitive structures, solitary assignments, or situations involving interpersonal conflict and confrontation.

62. (B) A high nPow combined with a low nAff is often associated with successful top-level management
Research by McClelland indicates that top-level administrative leaders often possess a high Need for Power combined with a lower Need for Affiliation. High socialized power enables leaders to direct organizational strategies, while lower

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combination of ability, clear goals, adequate resources, and intrinsic motivation, meaning satisfaction alone is insufficient to guarantee superior academic performance.

100. (B) Adopt a transparent, consultative workload distribution process

Addressing perceived unfairness in duty allocations requires establishing procedural justice through a highly transparent, consultative administrative process. Involving teachers in workload planning, defining objective criteria for duty distribution, and maintaining open communication restores perceived equity, resolves job dissatisfaction, and encourages positive professional commitment across the school faculty.

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III. Group morale is significantly influenced by the dominant leadership style of the Principal.

Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

16. What is generally considered the primary driver of group morale in an educational institution?
(A) The strict and uncompromising enforcement of formal conduct rules
(B) The absolute total quantum of the annual financial budget allocated to the institution
(C) The precise geographical location and physical campus accessibility of the school
(D) The degree of mutual trust, shared goals, and effective leadership

17. Which of the following scenarios is an example of individual morale being prioritized at the expense of group morale?
(A) A Head of School granting collective awards and accolades exclusively to the entire science faculty for an event
(B) The teaching staff room collectively agreeing to work overtime after official hours to finalize annual functions
(C) A Principal granting special timetable perks to one favored teacher, generating widespread staff resentment
(D) The school administration ensuring that all academic staff receive equal professional training opportunities

18. Individual morale and group morale are interdependent. Which of the following is the most logical deduction of this interdependence?
(A) Any localized decline in a single staff member's morale will immediately and completely destroy overall group morale
(B) A toxic group climate will eventually erode the high individual morale of an optimistic new teacher
(C) Individual morale exerts zero influence on overall group dynamics provided statutory administrative rules are followed
(D) A high level of group morale guarantees that no individual teacher will ever experience personal dissatisfaction

19. A Principal wants to assess if the school staff exhibits characteristics of high morale. Which of the following would be the most reliable indicator?
(A) Teachers strictly packing up and leaving the school campus the exact second the final bell rings
(B) Consistently high rates of casual leave utilization across the vast majority of the teaching faculty
(C) Complete absence of open debate, questioning, or constructive disagreement during formal staff meetings
(D) Frequent voluntary help by teachers in resolving student behavioral issues outside their own classrooms

20. Consider the following indicators:
I. High rate of Organizational Citizenship Behavior (OCB)
II. Low frequency of formal grievances
III. Resistance to the introduction of ICT in pedagogy
IV. High level of pride in identifying as an employee of the school

Which of the indicators given above represent high morale?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

21. During a staff meeting to discuss the implementation of a new competency-based assessment framework, teachers actively ask clarifying questions, propose solutions to anticipated challenges, and volunteer to create sample rubrics. This behavior is a characteristic indicator of:
(A) Anxiety and job insecurity
(B) Subordination to authority out of fear
(C) High morale and engagement
(D) Low morale masking as compliance

22. In organizational psychology, 'Organizational Citizenship Behavior' (OCB) is often seen as an indicator of high morale. What does OCB refer to in a school context?
(A) Teachers taking positive voluntary actions beyond formal job duties that benefit the school community
(B) Teachers strictly adhering to official administrative syllabus completion schedules and departmental deadlines

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independently attempt to resolve institutional problems
(B) Enforced administrative compliance driven primarily by institutional anxiety and fear of reprimand
(C) Higher rates of teacher absenteeism, staff turnover, and decline in instructional quality
(D) Greater spontaneous participation and engagement from the local community in routine school affairs

9. Which of the following statements regarding the importance of morale in a school is incorrect?
(A) High morale acts as a buffer against work-related stress
(B) Morale influences the public image of the school
(C) Morale impacts the level of voluntary extra-role behaviors exhibited by teachers
(D) High morale ensures a complete absence of interpersonal conflict among staff

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): High morale in a school organization invariably guarantees high productivity and superior academic results.
Reason (R): Morale is a measure of group cohesiveness, which can sometimes be directed toward restricting output rather than maximizing it.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Arrange the following stages in the typical progression of morale degradation in an organization:
I. Overt resistance and high turnover
II. Subtle disengagement and minimal compliance
III. Initial enthusiasm and alignment with goals
IV. Growing frustration over unresolved grievances
(A) III, IV, II, I
(B) III, II, IV, I
(C) I, II, III, IV
(D) III, IV, I, II

12. Group cohesiveness is a critical component of group morale. In a school setting, excessive group cohesiveness combined with poor administrative leadership most likely leads to:
(A) Transformational pedagogical innovations
(B) "Groupthink" and resistance to administrative change
(C) Complete elimination of teacher absenteeism
(D) Improved alignment with institutional educational policies

13. Which of the following best distinguishes individual morale from group morale?
(A) Individual morale is shaped strictly by peer interactions, while group morale is determined exclusively by the Principal
(B) Individual morale reflects personal job satisfaction, while group morale represents the staff's collective sentiment
(C) Individual morale is a concrete and measurable metric, whereas group morale remains an unmeasurable theoretical concept
(D) Individual morale depends entirely on monetary salary, while group morale depends strictly on official leave policies

14. A highly qualified teacher is deeply passionate about the subject and derives immense personal satisfaction from teaching (high individual morale). However, the teacher feels alienated by staff room politics and the general apathy of colleagues toward the school's vision. What is the most likely outcome?
(A) The teacher will excel individually in class while avoiding participation in broader school initiatives
(B) The teacher's individual enthusiasm will single-handedly elevate the collective group morale across the school
(C) The teacher will intentionally drop instructional standards to align with the apathy of the rest of the staff
(D) The school's total productivity will double almost immediately as a direct result of this single teacher's passion

15. Consider the following statements regarding group morale in a school setting:
I. Group morale is merely the mathematical average of the individual morale of all teachers.
II. A cohesive group with high morale can effectively self-regulate its members' behavior.

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powerlessness regarding one's role in the school
(B) A positive state where teachers feel deeply connected to their pedagogical duties
(C) The structural physical separation of primary and secondary blocks on campus
(D) The official administrative transfer of a teacher to another educational zone

31. According to classic behavioral studies on leadership, which leadership style generally fosters the highest level of sustainable group morale and intrinsic motivation over time?
(A) Autocratic directive leadership
(B) Laissez-faire passive leadership
(C) Democratic participative style
(D) Transactional exchange leadership

32. A Principal adopts a Transformational Leadership style to boost the sagging morale of a school struggling with poor academic results. Which of the following actions best aligns with this approach?
(A) Issuing formal show-cause notices and administrative warnings to all teachers with student pass rates under 50%
(B) Promising a substantial individual financial bonus exclusively to the single highest performing teacher of the year
(C) Delegating all instructional planning to the Vice-Principal while completely disengaging from daily operations
(D) Articulating an inspiring vision, stimulating teachers intellectually, and offering individual support

33. Identify the incorrect statement regarding the relationship between leadership style and morale:
(A) Autocratic leadership may temporarily increase productivity but usually lowers morale in the long term.
(B) Democratic leadership builds morale by giving staff a voice in decision-making.
(C) Laissez-faire leadership always results in the highest morale because teachers have total freedom.
(D) Transactional leadership can maintain baseline morale but may fail to inspire deep commitment.

34. The concept of 'Distributed Leadership' influences teacher morale primarily by:
(A) Centralizing and concentrating all administrative decision-making authority in the Principal's office
(B) Sharing leadership responsibilities with teachers to enhance agency and professional worth
(C) Completely dissolving the formal administrative hierarchy and organizational structure of the school
(D) Equally distributing the school's total financial assets and capital reserves among all staff members

35. Consider the following statements regarding the impact of a Laissez-faire leadership style on school morale:
I. It can lead to role ambiguity and confusion among staff.
II. It often results in low morale for teachers who require structure and clear guidance.
III. It usually prevents the formation of informal cliques within the staff room.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

36. A Principal obsessively checks the daily lesson plans of every teacher, demands hourly updates, and reprimands staff publicly for minor deviations from the timetable. This micromanagement will most likely lead to:
(A) Low morale caused by loss of professional autonomy and trust
(B) Exceptionally high staff morale driven by explicit administrative expectations
(C) Significantly increased intrinsic motivation across senior teaching faculty
(D) Rapidly improved creative risk-taking in classroom pedagogical methodologies

37. Which of the following best defines the relationship between organizational climate and staff morale?
(A) Climate represents subjective individual feelings, whereas morale reflects the physical school setup
(B) Climate and morale represent entirely distinct, unrelated theoretical constructs in school management
(C) Climate refers to perceived work environment traits, acting as a key determinant of staff morale
(D) Climate is determined exclusively by student

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(C) Teachers performing mandatory public duties assigned by authorities
(D) Teachers routinely reporting minor professional or disciplinary infractions of colleagues to leadership

23. Which of the following is the most appropriate behavioral indicator of high morale among non-teaching administrative staff in a school?
(A) Refusing to assist teaching staff with official record-keeping without explicit written orders
(B) Maintaining complete and absolute silence throughout all official daily working hours on campus
(C) Systematically utilizing every single day of permissible leave allowed within an academic year
(D) Proactively finding file system inefficiencies and suggesting structural improvements

24. Which of the following is NOT an indicator of high morale?
(A) Strong sense of identification with the school's vision
(B) High frequency of 'work-to-rule' practices by the staff
(C) Minimal need for punitive disciplinary actions
(D) Resilience in the face of sudden administrative challenges

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): High rates of absenteeism among teachers are consistently recognized as a primary indicator of low organizational morale.
Reason (R): Absenteeism provides a psychological escape for employees who feel alienated, undervalued, or stressed by their work environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Identify the incorrect pair regarding indicators of morale:
(A) High Morale – Spontaneous cooperation
(B) Low Morale – High rate of presenteeism (attending work but being unproductive)
(C) Low Morale – Apathy toward student outcomes
(D) High Morale – Frequent gossiping and rumor-mongering

27. The concept of "Presenteeism" as a characteristic of low morale refers to:
(A) Teachers physically attending work but functioning at low capacity from disengagement or burnout
(B) Teachers arriving at the school campus precisely on time but routinely departing early without cause
(C) Teachers enthusiastically and actively participating in every mandatory departmental presentation
(D) Management maintaining rigorous daily administrative monitoring of official staff attendance registers

28. A Principal notices that for the past three months, the teachers have stopped volunteering for morning assembly duties, leave strictly at the final bell, and refuse to take up tasks not explicitly mentioned in their appointment letters. This collective behavior is known as "quiet quitting" or "work-to-rule." What underlying organizational issue does this most strongly indicate?
(A) Successful implementation of the delegation of authority
(B) Low staff morale and erosion of the psychological contract
(C) An optimal balance of workload and compensation
(D) Excessive interference by the School Management Committee

29. How does low morale typically affect the grievance machinery in a school?
(A) It dramatically reduces formal grievance filings because disengaged staff cease to report issues
(B) It increases petty unresolved interpersonal conflicts and formal complaints
(C) It enables official grievance machinery to operate with optimal administrative efficiency
(D) It produces no statistically or practically measurable impact on staff grievance rates

30. Which of the following correctly describes 'Alienation' in the context of low teacher morale?
(A) Detachment, meaninglessness, and

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CHAPTER 11

Morale: Concept and Determining Factors

1. Which of the following best defines the concept of 'morale' in an educational organization?
(A) The inherent cognitive ability of a teacher to deliver pedagogical outcomes
(B) A composite of feelings, attitudes, and sentiments that contribute to a general feeling of satisfaction and willingness to strive for group goals
(C) The financial remuneration and career progression structures established by the management
(D) The statutory service conditions that dictate the working hours of the staff

2. How does morale fundamentally differ from motivation in an organizational context?
(A) Motivation is a group phenomenon, while morale is an individual trait
(B) Motivation is determined by extrinsic factors only, while morale is determined solely by intrinsic factors
(C) Motivation is a static organizational metric, whereas morale fluctuates daily
(D) Motivation represents the drive to act toward a specific goal, whereas morale is the overall emotional state or climate of the group

3. The term 'Esprit de corps' is most closely associated with which of the following aspects of organizational behavior?
(A) Group morale and team spirit
(B) Individual goal setting
(C) Financial auditing and accountability
(D) Disciplinary proceedings

4. Which of the following is NOT an accepted characteristic of organizational morale?
(A) It is a psychological state of mind
(B) It can be influenced by both internal organizational factors and external socio-economic conditions
(C) It is directly observable and easily measurable through standard physical units
(D) It is an aggregate of employee attitudes towards their job, superiors, and the organization

5. A newly appointed Principal observes that the teaching staff in the school shares a strong sense of belonging, frequently collaborates without being asked, and demonstrates a unified commitment to student welfare despite resource constraints. This scenario primarily illustrates:
(A) High levels of group morale
(B) Compliance with administrative conduct rules
(C) High levels of individual monetary motivation
(D) Effective implementation of basic administrative rules

6. Identify the correct pair regarding the conceptual understanding of morale:
(A) Individual Morale – The collective enthusiasm and shared energy displayed by the entire school staff
(B) Group Morale – The personal job satisfaction and intrinsic motivation of a single classroom teacher
(C) Low Morale – A rigid administrative state defined solely by strict adherence to formal bureaucracy
(D) High Morale – A state marked by positive attitudes and shared alignment with institutional goals

7. Why is the maintenance of high morale considered critical in school management?
(A) It completely eliminates the administrative need for formal supervisory oversight and routine teacher evaluation
(B) It fosters a supportive workplace environment that enhances teaching effectiveness and reduces staff turnover
(C) It ensures that educational institutions can legally bypass statutory financial audits and compliance reviews
(D) It automatically guarantees that every enrolled student will consistently achieve top academic performance grades

8. What is the most likely long-term effect of chronically low morale among the teaching staff?
(A) Increased personal creativity as teachers

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demographics, whereas morale is shaped by teaching staff

38. Consider the factors determining morale in the work environment. Which of the following represents a 'Psychological Environment' factor rather than a 'Physical Environment' factor?
(A) A psychological safety culture where teachers voice opinions without fear of reprisal
(B) Comprehensive, well-maintained physical ventilation and modern lighting systems in classrooms
(C) Continuous uninterrupted access to clean drinking water and functional sanitation washrooms
(D) Ergonomically customized seating, modern desks, and dedicated furniture in the staff room

39. Which of the following physical work environment factors is LEAST likely to be a direct primary determinant of teacher morale?
(A) Severe overcrowding in classrooms
(B) Lack of basic instructional resources (e.g., chalk, markers, functional ICT equipment)
(C) Unhygienic and poorly maintained staff restrooms
(D) The specific color of the school's external boundary wall

40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Improving the physical infrastructure of a school, such as renovating the staff room and providing better resources, automatically guarantees a permanent increase in staff morale.
Reason (R): Working conditions are hygiene factors; their improvement prevents dissatisfaction but does not alone generate long-term positive morale.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. A school administration decides to upgrade the staff room by installing air conditioning, providing dedicated lockers, and creating a quiet workspace. What is the most expected impact of this environmental change on morale?
(A) It will significantly boost teachers' intrinsic motivation to teach difficult pedagogical concepts
(B) It will reduce group cohesion by encouraging teachers to isolate themselves in private workspaces
(C) It will cut environmental stressors and signal management care, thereby improving staff morale
(D) It will produce zero measurable impact on job satisfaction unless coupled with a direct salary hike

42. In the context of the work environment, what role does 'ergonomics' play in determining teacher morale?
(A) It dictates specific instructional methodologies and safety protocols implemented during physical education
(B) It serves as a standardized statistical psychometric tool employed to measure teacher academic output
(C) It outlines state financial procurement rules governing public school infrastructure asset acquisition
(D) It addresses physical well-being via proper workstations, reducing fatigue and boosting job satisfaction

43. Applying Maslow's Hierarchy of Needs to school management, where does 'Job Security' fit as a factor determining morale?
(A) Physiological Needs
(B) Safety Needs
(C) Esteem Needs
(D) Self-Actualization Needs

44. In a private recognized school, half the teachers are on permanent rolls while the other half are hired on annual contracts. What is the most likely effect on the morale of the contractual teachers compared to the permanent staff?
(A) Contractual staff will display elevated morale driven by dynamic institutional uncertainty
(B) Contractual staff will experience lower morale and anxiety due to a lack of job security
(C) Both employee groups will show identical morale provided physical working conditions match
(D) Contractual teachers will develop significantly deeper institutional loyalty to management

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45. Following a sudden policy change regarding staff rationalization, a rumor spreads in a school that several surplus teachers will be transferred. The Principal notices an immediate drop in enthusiasm and an increase in hushed, anxious conversations. What is the most effective immediate action the Principal should take to manage morale?
(A) Ignore informal staff room rumors completely until official written administrative directives arrive
(B) Hold an open meeting to share policy details transparently, clarify criteria, and address anxieties
(C) Issue an immediate administrative order strictly prohibiting any verbal discussion of transfers on campus
(D) Initiate formal disciplinary proceedings against all staff members suspected of spreading untruthful rumors

46. Which of the following statements accurately describes the relationship between job security and pedagogical risk-taking?
(A) High job security offers psychological safety, encouraging teachers to innovate, take risks, and boost morale
(B) Teachers facing job insecurity actively experiment with untested innovative classroom teaching methods
(C) Job security inevitably induces career complacency, entirely destroying individual drive for self-improvement
(D) Empirical research proves zero correlation exists between employee job security and instructional methodology

47. Identify the incorrect pair regarding types of security that influence staff morale:
(A) Economic Security – Assured regular salary and pension benefits
(B) Professional Security – Protection against arbitrary dismissal or unfair disciplinary action
(C) Pedagogical Security – The absolute guarantee that all students will pass board exams
(D) Emotional Security – Supportive school climate and empathetic leadership

48. A paradox occasionally observed in public administration is that despite absolute job security, employee morale can still be profoundly low. Which theory best explains this phenomenon?
(A) Scientific Management Theory, which focuses primarily on economic incentives and physical productivity metrics
(B) Theory X, which asserts that employees fundamentally seek job security and avoidance of responsibility above all
(C) Bureaucratic Theory, which emphasizes formal legal authority, rigid hierarchy, and impersonal administrative rules
(D) Herzberg's Two-Factor Theory, which posits job security is a hygiene factor that prevents unhappiness but does not boost morale

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49. According to Herzberg's Two-Factor Theory, where does 'Recognition and Appreciation' fall in determining staff morale?
(A) It functions purely as a Hygiene Factor that prevents staff dissatisfaction
(B) It acts as an organizational demotivator unless paired with cash rewards
(C) It is a Motivator that actively drives job satisfaction and high morale
(D) It represents an entirely irrelevant factor within educational institutions

50. What is the most effective way for a Principal to use recognition to boost staff morale?
(A) Offering broad, generic verbal praise during official annual day speeches once per academic year
(B) Providing specific, timely, and sincere recognition for a teacher's effort or achievement
(C) Establishing internal "Teacher of the Month" contests that pit faculty against each other
(D) Publicly rewarding only those faculty members who maintain perfect attendance without taking leave

51. Which of the following is considered a poor practice that can damage morale when providing recognition in a school?
(A) Aligning administrative recognition programs directly with the core institutional values of the school
(B) Ensuring clear, transparent, and equitable criteria are established for all staff recognition awards
(C) Publicly celebrating team collaboration and collective project achievements alongside individual success
(D) Showing favoritism by repeatedly rewarding

a small inner circle while ignoring quiet contributors

52. Arrange the following steps in the logical sequence of establishing an effective, morale-boosting staff recognition program in a school:
I. Determine the criteria for recognition based on school goals
II. Assess the specific types of recognition the staff actually values (e.g., public praise, professional development opportunities)
III. Implement the recognition program consistently
IV. Evaluate the program's impact on staff morale and adjust as needed
(A) I, II, III, IV
(B) II, I, III, IV
(C) I, III, II, IV
(D) II, III, I, IV

53. Which of the following is an example of intrinsic recognition that boosts teacher morale?
(A) Receiving an official certificate of merit issued directly by an educational authority
(B) Receiving a direct financial cash bonus or increment for delivering high student pass rates
(C) Experiencing pride when a student masters a concept, backed by quiet leader acknowledgment
(D) Securing an immediate administrative promotion to the elevated post of Vice-Principal on campus

54. A Principal observes that a senior teacher prefers a low profile and feels embarrassed by public adulation. The teacher recently completed a highly successful community outreach project. To effectively boost this teacher's morale, the Principal should:
(A) Offer sincere private praise and write a personal appreciation letter for their record
(B) Force the reluctant teacher to accept an award publicly on stage before the entire student body
(C) Disregard the project achievement entirely under the guise of respecting individual privacy
(D) Broadcast the outreach success on official social media platforms without securing prior consent

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Praise and recognition must be perceived as authentic and earned; otherwise, they fail to boost staff morale.
Reason (R): Indiscriminate or generic praise can lead to cynicism among staff, devaluing the recognition and making high performers feel their exceptional efforts are not truly seen.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. How do peer dynamics and interpersonal relationships most significantly affect individual teacher morale?
(A) They directly dictate the official pay scales and financial compensation of staff members
(B) They create a social support system that buffers against work stress and leader pressure
(C) They maintain zero measurable influence or impact on daily professional teaching duties
(D) They officially determine statutory leave entitlements and leave encashment calculations

57. A school staff room is heavily divided into negative cliques based on seniority, creating a hostile environment for new teachers. As a leader aiming to improve morale, what is the most appropriate initial strategy?
(A) Close the common staff room and mandate that teachers remain isolated in classrooms during free periods
(B) Immediately terminate the employment contracts of senior teachers heading informal staff room cliques
(C) Form mixed-seniority committees for school events and pedagogical planning to build collaboration
(D) Issue an official administrative memorandum prohibiting non-academic conversations among staff members

58. Identify the incorrect statement regarding conflict and its impact on morale:
(A) Chronic, unresolved interpersonal conflict invariably degrades group morale.
(B) Constructive conflict, where ideas are debated

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respectfully, can actually improve morale by fostering innovation and involvement.
(C) The way a Principal manages a conflict situation significantly influences the subsequent morale of the staff involved.
(D) A complete absence of conflict in an organization is always the most accurate indicator of high morale.

59. What term is used in organizational behavior to describe the mitigating effect that strong, positive interpersonal relationships have on an employee's work-related stress, thereby preserving their morale?
(A) Social Support Buffer
(B) Psychological Hawthorne Effect
(C) Structural Peter Principle
(D) Cognitive Halo Effect

60. Consider the following indicators:
I. High degree of mutual respect among colleagues
II. Willingness to share instructional resources and lesson plans
III. Active undermining of peers to gain favor with the Principal
IV. Empathetic listening during staff meetings
Which of these are indicators of healthy interpersonal relationships contributing to high group morale?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

61. The phenomenon of "Toxic Positivity" in interpersonal relationships within a school staff refers to:
(A) Actively encouraging a highly supportive environment where every employee voice is welcomed
(B) Enforcing artificial optimism that denies, minimizes, and invalidates valid staff grievances
(C) The systematic application of positive behavioral reinforcement techniques to guide students
(D) Providing objective, constructive developmental feedback during routine annual teacher appraisals

62. According to Adams' Equity Theory, a teacher's morale regarding their compensation is most heavily influenced by:
(A) Perceived fairness of pay and effort ratio compared against the compensation and effort of peers
(B) The absolute total monetary gross salary package disbursed to the employee by the management
(C) Comparative analysis against national average statistical baseline salary metrics for educators
(D) The specific percentage and formula of compulsory statutory tax deductions applied to income

63. In the context of compensation and benefits, what is the difference between 'Distributive Justice' and 'Procedural Justice' in determining morale?
(A) Distributive justice covers non-monetary perks, whereas procedural justice governs basic monetary salaries
(B) Distributive justice applies strictly to teachers, whereas procedural justice applies to support personnel
(C) Distributive justice concerns outcome fairness, while procedural justice concerns process fairness
(D) There is zero practical distinction; both concepts refer solely to prompt monthly salary disbursements

64. Which of the following is NOT typically classified as a 'benefit' or 'perquisite' that can influence staff morale?
(A) Employer contributions to retirement and pension plans
(B) Provision of residential quarters or House Rent Allowance (HRA)
(C) Comprehensive medical insurance or health facilities
(D) The base basic pay scale as determined by the Pay Commission

65. When a recognized private school fails to implement statutory pay scale recommendations, resulting in a significant salary disparity with government school counterparts, what is the most immediate psychological impact on the staff?
(A) High morale driven by deep empathy and understanding of the management's financial constraints
(B) Increased intrinsic motivation to work harder and demonstrate superior professional value to leadership

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(C) Severe morale loss from perceived inequity and rights violations, causing resentment and legal action
(D) Zero psychological impact, since educators are motivated purely by public service rather than salary

66. Which statement best reflects the relationship between compensation and morale as viewed by modern educational administrators?
(A) Monetary salary stands as the sole isolated variable that dictates teacher job satisfaction and overall staff morale
(B) Inadequate pay ruins morale, but pay hikes alone without culture and respect will not sustain high morale
(C) Compensation metrics have zero measurable bearing on morale for dedicated professionals in education
(D) Staff morale correlates directly and linearly with the periodic frequency of performance cash bonuses

67. The implementation of career progression schemes in schools primarily serves to boost morale by addressing which specific issue?
(A) Disruptive routine requests for frequent compulsory geographical transfers across distant administrative zones
(B) Chronic systemic deficits in physical classroom infrastructure, teaching aids, and laboratory equipment
(C) Heavy administrative burdens imposed by non-academic duties assigned to public school teaching staff
(D) Career and financial stagnation occurring when regular promotional posts remain structurally unavailable

68. When measuring staff morale through an attitude survey, which psychometric scale is most commonly used to ask respondents to indicate their level of agreement with a series of statements (e.g., Strongly Agree to Strongly Disagree)?
(A) Likert Scale
(B) Nominal Scale
(C) Guttman Scale
(D) Thurstone Scale

69. To ensure the validity and reliability of data collected through a staff morale survey in a school, what is the most critical administrative condition that must be guaranteed to the respondents?
(A) Mandatory participation with signatures required on each page
(B) A financial reward for completing the survey
(C) Complete anonymity and confidentiality of their responses
(D) Public disclosure of all individual responses in the next staff meeting

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Conducting frequent, comprehensive staff morale surveys every month is the best way for a Principal to maintain a positive school climate.
Reason (R): Over-surveying without taking visible, actionable steps based on the feedback leads to 'survey fatigue' and a further decline in morale.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. Which of the following is an incorrect statement regarding the use of attitude surveys to measure morale?
(A) Surveys gather subjective perceptions and feelings of school employees rather than verifiable objective facts
(B) Surveys help isolate specific academic departments or staff demographics suffering from low morale
(C) The specific linguistic phrasing of survey items can unintentionally bias employee responses
(D) Well-designed surveys completely remove the need for leadership to interact personally with staff

72. Arrange the sequence of steps a Head of School should take when utilizing an attitude survey to measure and improve morale:
I. Analyze the survey data to identify trends and areas of concern
II. Communicate the findings and the proposed action plan to the staff transparently
III. Design and distribute the survey ensuring confidentiality
IV. Implement targeted interventions based on

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ANSWERS

1. (B) A composite of feelings, attitudes, and sentiments that contribute to a general feeling of satisfaction and willingness to strive for group goals

Morale within an educational institution reflects the collective psychological state and emotional climate of the workforce. It encompasses employees' shared attitudes, emotional well-being, and overall job satisfaction. Higher morale fosters genuine commitment toward organizational goals, encouraging staff members to collaborate effectively, maintain professional enthusiasm, and work persistently toward achieving the institution's overall educational mission and targets.

2. (D) Motivation represents the drive to act toward a specific goal, whereas morale is the overall emotional state or climate of the group

Motivation operates primarily as an internal psychological drive that energizes an individual employee to perform specific tasks or achieve targeted objectives. In contrast, morale represents a broader group-level phenomenon reflecting the shared emotional tone, job satisfaction, and general workplace climate. While motivation focuses on directional effort, morale encapsulates collective attitudes and satisfaction across the organizational environment.

3. (A) Group morale and team spirit

The French term Esprit de corps directly translates to team spirit and represents the collective pride, unity, and shared devotion existing among members of a group. Within administrative settings, this concept serves as a cornerstone of group morale, reinforcing mutual support, institutional loyalty, operational solidarity, and a unified commitment toward shared organizational success and objectives.

4. (C) It is directly observable and easily measurable through standard physical units

Morale is an intangible psychological condition residing within individuals and groups, making direct physical measurement impossible. It manifests through complex behavioral patterns, workplace attitudes, and emotional expressions rather than quantifiable metric units. Organizations must evaluate morale indirectly using qualitative indicators, employee feedback surveys, absenteeism records, turn-over rates, and observational assessments of organizational culture.

5. (A) High levels of group morale

Strong interpersonal belonging, voluntary collaboration, and unified dedication toward organizational objectives despite external limitations exemplify high group morale. These collective behaviors demonstrate positive group climate, mutual trust, and deep emotional investment in shared success. Such alignment drives cohesive teamwork and persistent effort without requiring constant administrative enforcement, reflecting a healthy, supportive, and resilient institutional culture.

6. (D) High Morale – A state marked by positive attitudes and shared alignment with institutional goals

High morale defines a workplace condition characterized by optimism, constructive attitudes, job satisfaction, and unified dedication to institutional objectives. When organizational climate aligns with individual expectations, employees display enhanced enthusiasm, mutual trust, and strong commitment to overall goals. This alignment differentiates positive group dynamics from low morale, which generates apathy, friction, and operational disengagement.

7. (B) It fosters a supportive workplace environment that enhances teaching effectiveness and reduces staff turnover

Maintaining elevated morale within educational institutions establishes a positive work climate that nurtures teacher satisfaction and professional performance. Contented educators experience reduced job stress, leading to enhanced instructional delivery, stronger student engagement, and lower retention losses. Consequently, high morale stabilizes human resources, lowers recruitment costs, and preserves institutional knowledge essential for sustained educational quality.

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I. The observer's personal biases can skew the interpretation of behaviors.
II. Behaviors can have multiple causes (e.g., absenteeism due to genuine widespread illness vs. low morale).
III. Observation can trigger the Hawthorne Effect if staff know they are being watched.
IV. It is impossible to quantify observational data.

Which of the statements given above are valid limitations?
(A) I, II, and III
(B) I, II, and IV
(C) II, III, and IV
(D) I, III, and IV

81. When a Principal observes a teacher displaying exceptional enthusiasm in organizing a cultural event, and therefore assumes the teacher has high morale regarding all aspects of their job (including grading and syllabus completion), the Principal may be falling victim to:
(A) The Peter Principle
(B) The Zeigarnik Effect
(C) The Halo Effect
(D) Cognitive Dissonance

82. What is the generally accepted nature of the relationship between morale and productivity in an educational organization?
(A) A perfect direct linear correlation always exists where higher morale invariably yields higher output
(B) The link is complex; high morale can exist without high productivity, though they often interact
(C) An inverse relationship exists where higher staff morale directly leads to reduced productivity
(D) Zero statistical or empirical relationship exists between morale and performance variables

83. Identify the correct statement regarding situations where high morale does NOT lead to high productivity:
(A) This occurs when staff work under strict authoritative pressure and fear of immediate job termination
(B) This is conceptually impossible because morale and productivity represent identical organizational metrics
(C) This occurs when an educational institution completely lacks essential physical classroom infrastructure
(D) This occurs in "country club" management, where staff are happy but lack drive for academic rigor

84. Consider a scenario where a school staff is highly cohesive, teachers enjoy each other's company, and group morale is high. However, academic results (productivity) are declining. What is the most likely cause?
(A) Group norms prioritize social comfort over academic rigor
(B) The teaching faculty is experiencing widespread severe professional burnout and fatigue
(C) School leadership actively micromanages every minor detail of the daily instructional process
(D) The institution is rigorously enforcing statutory provisions of educational rights regulations

85. Organizational theorists generally describe four possible combinations of morale and productivity. Which of the following is NOT one of those typical combinations?
(A) High Morale - High Productivity (Alignment of individual and organizational goals)
(B) High Morale - Low Productivity (Social focus over task focus)
(C) High Morale - Negative Productivity (Staff actively destroying school property out of joy)
(D) Low Morale - High Productivity (Task execution driven by fear, strict supervision, or high technical skill)

86. Which landmark series of experiments demonstrated that changes in work environment and increased attention from management (social factors) significantly boosted worker morale and productivity, fundamentally altering organizational management theories?
(A) The Hawthorne Studies
(B) The Pavlovian Conditioning Experiments
(C) The Milgram Obedience Experiment
(D) The Stanford Prison Experiment

87. To ensure that high staff morale translates into high educational productivity (student learning outcomes), a Principal must:
(A) Systematically isolate teaching staff from one another during school hours to eliminate all socializing

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(B) Intentionally reduce overall teacher remuneration packages to keep them financially driven to succeed
(C) Implement an aggressive, highly punitive performance appraisal system targeting every minor error
(D) Align school goals with teachers' personal goals, giving clear expectations and support

88. Which of the following is a common myth about the relationship between morale and productivity?
(A) Low morale can eventually erode high productivity
(B) Happy workers are always productive workers
(C) Productivity can be temporarily maintained even if morale is low
(D) Leadership style influences both morale and productivity

89. A teacher is highly motivated to complete higher academic studies for career advancement, spending all free time in the staff room studying. However, this same teacher complains constantly about school management, hates attending staff meetings, and refuses to help colleagues. This illustrates:
(A) High collective group morale combined with low individual work motivation
(B) High levels of both individual motivation and organizational group morale
(C) High individual motivation alongside low organizational morale
(D) A total and complete absence of both individual motivation and group morale

90. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Motivation is primarily concerned with the inner drive that directs an individual's behavior towards a goal, while morale is concerned with the individual's feeling of belongingness and satisfaction within a group.
Reason (R): It is impossible for an individual to have high personal motivation while simultaneously experiencing low group morale.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. Identify the incorrect statement regarding the relationship between morale and motivation:
(A) The two concepts are identical and fully interchangeable in management
(B) Motivation is a dynamic psychological process, whereas morale reflects an overall climate
(C) High morale acts as a fertile psychological environment that eases individual motivation
(D) Motivation centers on personal drive, while morale encompasses overall working climate

92. Can a highly motivated individual suffer from low morale? Choose the most logical reasoning.
(A) No, because individual motivation and collective group morale maintain a fixed, directly proportional ratio
(B) Yes, personal ambition can drive motivation despite a toxic climate, bad leadership, or alienation
(C) No, because highly motivated educational professionals remain entirely immune to negative work environments
(D) Yes, but this specific psychological dynamic manifests exclusively within elementary school settings

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93. According to Vroom's Expectancy Theory, an employee's motivation depends on Expectancy, Instrumentality, and Valence. How does this connect to morale?
(A) Expectancy theory conclusively proves that organizational morale exerts zero empirical impact on motivation
(B) A broken climate weakens belief that effort yields fair rewards, destroying motivation to perform
(C) Valence refers exclusively to physical workplace infrastructure assets, which directly dictate morale
(D) Vroom's Expectancy Theory applies strictly to student academic motivation rather than teacher performance

94. A Principal notices that teachers are not participating in a new pedagogical training program. If the issue is one of motivation, the Principal should focus on explaining the benefits of the program. If the issue is one of morale, the Principal should focus on:
(A) Addressing underlying distrust, fatigue, and feelings of being undervalued among staff
(B) Making attendance at the training program strictly mandatory under immediate threat

of suspension
(C) Offering a significantly larger upfront monetary cash incentive for completing training modules
(D) Adjusting the official calendar date and time slot of the scheduled professional training session

95. Following the return to physical schooling post-pandemic, a Principal notices severe burnout, emotional exhaustion, and a sense of detachment among the staff. To boost morale in this specific context, what strategy should take priority?
(A) Immediately raising official syllabus completion targets and weekly test schedules to recover lost time
(B) Initiating formal administrative disciplinary proceedings against teachers displaying physical fatigue
(C) Prioritizing well-being via empathetic listening, workload adjustments, and recognizing resilience
(D) Imposing a complete administrative ban on any verbal discussion of the post-pandemic recovery on campus

96. "Participative decision-making" is a highly recommended strategy to boost staff morale in schools. What is the primary psychological reason for its effectiveness?
(A) It legally shifts full administrative liability for flawed executive decisions onto classroom teachers
(B) It significantly reduces total mandatory operational working hours for top school administrative leaders
(C) It guarantees absolute professional consensus will invariably be achieved without interpersonal friction
(D) It meets higher-order needs for esteem and autonomy, ensuring teachers feel professionally valued

97. Differentiate between 'Job Enlargement' and 'Job Enrichment' as strategies to boost morale:
(A) Enlargement increases overall base salary scale, whereas enrichment improves physical working facilities on campus
(B) Both terms represent identical operational administrative concepts in contemporary educational institution management
(C) Enlargement adds horizontal tasks; enrichment adds vertical responsibility and autonomy for sustained morale
(D) Enrichment introduces additional routine clerical duties into a teacher's daily schedule to keep them occupied

98. A school recently faced a harsh inspection by educational authorities, resulting in public criticism of the staff and a severe drop in morale. Teachers feel humiliated and defeated. What is the best strategy for the Principal to rebuild morale?
(A) Publicly agree with inspectors and reprimand the teaching staff to demonstrate compliance to authorities
(B) Hold a reflective meeting, absorb blame, identify action areas collaboratively, and celebrate small wins
(C) Defend staff uncritically while outright refusing to implement any official inspection panel recommendations
(D) Immediately order administrative transfers for all low-performing teachers to distant educational zones

99. Arrange the following steps in the strategic planning of an intervention to boost staff morale:
I. Identify the root causes of low morale through observation or surveys
II. Evaluate the effectiveness of the intervention after a set period
III. Collaboratively design targeted strategies (e.g., team-building, policy changes)
IV. Implement the chosen strategies consistently
(A) I, III, IV, II
(B) III, I, IV, II
(C) I, IV, III, II
(D) III, IV, I, II

100. A Principal takes over a school notorious for a toxic culture and extremely low morale. To bring about a sustained improvement, the Principal must recognize that:
(A) Boosting morale requires long-term trust, transparent communication, and structural work changes
(B) Organizing a single lavish annual staff dinner event will permanently resolve deep cultural issues
(C) Issuing a strict, mandatory administrative code of conduct will immediately fix employee attitudes
(D) Completely replacing the entire existing teaching staff represents the only viable administrative option

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value staff input, employees experience increased autonomy, psychological safety, and personal ownership over institutional goals. This shared governance model strengthens professional trust, builds strong team cohesion, and sustains high intrinsic motivation over long administrative periods.

32. (D) Articulating an inspiring vision, stimulating teachers intellectually, and offering individual support
Transformational leadership focuses on inspiring and elevating employees through a shared institutional vision, intellectual challenge, and individualized consideration. Leaders practicing this approach motivate staff to transcend personal self-interest for collective success. By supporting personal growth, encouraging creative problem-solving, and articulating clear values, transformational leaders rebuild organizational morale and drive long-term structural improvement in educational performance.

33. (C) Laissez-faire leadership always results in the highest morale because teachers have total freedom.
Laissez-faire leadership provides minimal guidance and complete operational freedom, which often leads to role ambiguity, confusion, and organizational chaos rather than high morale. While highly self-directed professionals may thrive temporarily, most staff require clear expectations and administrative support. Without structured guidance, laissez-faire management typically fosters informal conflicts, low accountability, and overall decline in morale.

34. (B) Sharing leadership responsibilities with teachers to enhance agency and professional worth
Distributed leadership redistributes administrative authority and decision-making responsibilities across various levels of the teaching staff. Empowering teachers to lead pedagogical initiatives enhances their sense of professional autonomy, agency, and institutional worth. This collaborative empowerment reinforces trust, strengthens group cohesion, and significantly improves teacher morale by making educators active partners in organizational leadership.

35. (A) I and II only
Laissez-faire leadership leaves staff without clear direction, frequently causing severe role ambiguity, workplace confusion, and operational drifting. Employees requiring structured support and explicit administrative feedback experience heightened frustration and lower morale under this passive management approach. Furthermore, the absence of strong central leadership allows informal cliques to emerge, contradicting any claim that it prevents political fragmentation.

36. (A) Low morale caused by loss of professional autonomy and trust
Continuous micromanagement, severe oversight, and public reprimands severely damage employee trust and professional autonomy. Such intrusive leadership signals distrust in staff competency, inducing constant anxiety and job insecurity. Consequently, teachers disengage mentally, avoid taking instructional risks, and experience a sharp decline in morale, leading to reduced creativity and mechanical compliance across the school.

37. (C) Climate refers to perceived work environment traits, acting as a key determinant of staff morale
Organizational climate encompasses the collective perceptions of employees regarding their daily working environment, administrative policies, and interpersonal dynamics. This perceived environment serves as the foundational context that directly shapes staff morale. A supportive, transparent, and fair climate fosters high morale and engagement, whereas a rigid, autocratic, or chaotic climate inevitably degrades job satisfaction.

38. (A) A psychological safety culture where teachers voice opinions without fear of reprisal
Psychological safety represents a fundamental component of the psychological environment within an organization. It allows employees to express ideas, report errors, and offer constructive criticism without fearing negative administrative consequences or social rejection. Unlike physical factors such as lighting, ventilation, or office furniture, psychological safety addresses emotional security, trust, and interpersonal respect that govern morale.

39. (D) The specific color of the school's external boundary wall
Primary physical environment factors influencing teacher morale include classroom

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8. (C) Higher rates of teacher absenteeism, staff turnover, and decline in instructional quality
Persistent low morale erodes staff commitment, psychological well-being, and organizational trust over extended periods. Employees experiencing chronic dissatisfaction often exhibit withdrawal behaviors, including frequent unscheduled absences, professional apathy, and resignation. This systemic disengagement degrades classroom instruction, disrupts institutional continuity, increases administrative burdens, and negatively impacts the overall learning environment for all enrolled students.

9. (D) High morale ensures a complete absence of interpersonal conflict among staff
High morale significantly improves organizational climate and stress tolerance, but it cannot totally eliminate interpersonal conflicts within diverse workplaces. Healthy organizations inevitably experience occasional disagreements regarding professional perspectives, resource allocation, or procedural methods. High morale enables staff members to address and resolve these natural conflicts constructively, ensuring professional collaboration continues without undermining collective cohesion or institutional productivity.

10. (D) A is false but R is true
High organizational morale reflects group cohesion and positive climate, but it does not automatically guarantee high productivity or performance outcomes. Cohesive groups may direct their unified energy toward maintaining personal comfort or resisting administrative demands rather than maximizing output. Therefore, group solidarity can sometimes restrict productivity if group norms do not align directly with institutional goals and standards.

11. (A) III, IV, II, I
Morale degradation typically begins with initial enthusiasm and goal alignment, which gradually wanes as unresolved workplace grievances create growing frustration. Unaddressed discontent leads to subtle disengagement, routine apathy, and minimal rule compliance among staff members. Eventually, if administrative intervention remains absent, this deteriorating climate escalates into active overt resistance, heightened interpersonal friction, and elevated staff turnover rates.

12. (B) "Groupthink" and resistance to administrative change
High group cohesiveness combined with weak or permissive administrative guidance often creates excessive conformity among staff members. In such environments, individuals prioritize group consensus over critical evaluation, giving rise to groupthink. This dynamic suppresses alternative viewpoints, discourages innovative practices, fosters resistance to necessary organizational reforms, and isolates the collective group from administrative goals and broader institutional needs.

13. (B) Individual morale reflects personal job satisfaction, while group morale represents the staff's collective sentiment
Individual morale focuses on an employee's personal emotional state, job satisfaction, and individual psychological well-being within their role. In contrast, group morale represents the overall collective sentiment, shared enthusiasm, and mutual cohesion existing across the broader workforce. While individual morale varies based on personal experiences, group morale reflects the aggregate organizational climate and shared cultural environment.

14. (A) The teacher will excel individually in class while avoiding participation in broader school initiatives
A professional possessing high intrinsic drive and subject passion maintains personal classroom standards despite surrounding institutional apathy. However, negative staff dynamics and alienation discourage broader organizational engagement. Consequently, the individual focuses effort strictly within private instructional boundaries while actively withdrawing from voluntary school-wide projects, committee assignments, and collaborative administrative activities due to the unsupportive peer environment.

NODIA

15. (B) II and III only
Group morale represents a complex social phenomenon beyond a simple mathematical average of individual feelings. Cohesive groups with positive morale exercise strong informal peer control, naturally regulating member conduct and reinforcing shared norms. Furthermore, administrative leadership styles significantly shape group climate, as supportive leadership fosters trust, while rigid or inconsistent leadership

creates widespread dissatisfaction across the workforce.

16. (D) The degree of mutual trust, shared goals, and effective leadership
Sustained group morale depends fundamentally on relational and psychological factors within the workplace culture. High mutual trust among colleagues, clear institutional alignment, and supportive leadership create a strong sense of purpose and psychological safety. While formal policies and physical resources provide operational structure, interpersonal dynamics and inspiring administrative leadership remain the vital catalysts for collective enthusiasm.

17. (C) A Principal granting special timetable perks to one favored teacher, generating widespread staff resentment
Granting preferential scheduling advantages to a single employee demonstrates favoritism, directly disrupting organizational fairness and group cohesion. While the favored individual may experience temporary satisfaction, the perceived inequity damages peer relationships, triggers widespread resentment, and erodes trust in leadership. Prioritizing individual desires over equitable treatment undermines group solidarity, creating severe friction across the general teaching faculty.

18. (B) A toxic group climate will eventually erode the high individual morale of an optimistic new teacher
Individual and group morale maintain an interdependent relationship within any organization. Sustained exposure to a toxic workplace climate characterized by cynicism, conflict, and administrative distrust gradually wears down individual enthusiasm and job satisfaction over time. Even highly optimistic employees eventually succumb to negative peer influences, illustrating how negative group dynamics actively weaken individual morale.

19. (D) Frequent voluntary help by teachers in resolving student behavioral issues outside their own classrooms
Voluntarily stepping beyond minimal contractual obligations to support colleagues and students indicates high organizational morale and strong institutional commitment. Such discretionary behavior demonstrates psychological investment, proactive problem-solving, and team-oriented values. Conversely, rigid adherence to exact working hours, excessive leave utilization, or total absence of open discussion typically signals disengagement, administrative distrust, or low morale.

20. (B) I, II, and IV
High organizational morale manifests through voluntary extra-role contributions, low formal grievance rates, and personal pride in institutional affiliation. These indicators reflect positive job attitudes, mutual trust, and strong psychological commitment. Conversely, resistance to professional modernizations like ICT adoption indicates underlying skepticism, insecurity, or low morale, making it incompatible with a positive and forward-looking organizational climate.

21. (C) High morale and engagement
Active participation during meetings, constructive questioning, collaborative problem-solving, and volunteering for developmental initiatives demonstrate elevated staff morale. These actions reflect professional confidence, administrative trust, and psychological safety within the workplace. Employees who feel valued and motivated eagerly contribute intellectual effort and time toward advancing institutional goals rather than displaying passive compliance, anxiety, or detached organizational apathy.

22. (A) Teachers taking positive voluntary actions beyond formal job duties that benefit the school community
Organizational Citizenship Behavior describes discretionary actions undertaken by employees that extend beyond formal contractual obligations to support institutional success. In educational settings, this includes mentoring colleagues, assisting students outside standard class hours, and organizing extra-curricular programs without expecting direct monetary reward. Such voluntary contributions reflect high morale, deep organizational commitment, and a strong collaborative culture.

23. (D) Proactively finding file system inefficiencies and suggesting structural improvements
High morale among administrative support staff manifests as proactive problem-solving, operational initiative, and a desire to optimize institutional workflow. When employees feel valued and aligned with organizational goals, they actively identify system bottlenecks and

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propose constructive efficiency enhancements. This voluntary engagement reflects strong job satisfaction, personal accountability, and psychological investment in the smooth functioning of administrative operations.

24. (B) High frequency of 'work-to-rule' practices by the staff
Work-to-rule practices involve employees strictly performing only the bare minimum tasks required by their formal contracts while withholding all voluntary cooperation. This intentional withdrawal of extra effort serves as a classic behavioral indicator of low morale, dissatisfaction, and administrative friction. High morale is characterized by enthusiasm, organizational citizenship behaviors, resilience under stress, and strong alignment with institutional vision.

25. (A) Both A and R are true and R is the correct explanation of A
Elevated teacher absenteeism consistently serves as an observational indicator of low organizational morale. When employees experience chronic burnout, unsupportive leadership, or job dissatisfaction, missing work becomes a psychological withdrawal mechanism to cope with negative feelings. The underlying psychological escape driven by alienation directly explains why widespread absenteeism manifests so frequently in organizations suffering from low morale.

26. (D) High Morale – Frequent gossiping and rumor-mongering
Frequent gossiping and rumor-mongering reflect administrative distrust, poor communication, and unhealthy interpersonal dynamics, which characterize low organizational morale rather than high morale. High morale is correctly paired with spontaneous cooperation, mutual trust, and transparent communication. Conversely, low morale generates destructive behaviors such as apathy toward outcomes, persistent cynicism, informal backbiting, and unconstructive workplace presenteeism.

27. (A) Teachers physically attending work but functioning at low capacity from disengagement or burnout
Presenteeism occurs when employees are physically present at their workplace but operate at significantly reduced cognitive and operational capacity due to psychological detachment, chronic fatigue, or burnout. Unlike absenteeism, the individual is physically counted, yet output and instructional quality suffer drastically. This covert phenomenon reflects low morale, underlying job dissatisfaction, and emotional detachment from institutional goals.

28. (B) Low staff morale and erosion of the psychological contract
Strictly limiting effort to formal contractual mandates and avoiding voluntary institutional activities indicates quiet quitting or work-to-rule behavior. This collective withdrawal highlights deteriorating staff morale and a breakdown in the implicit psychological contract between employees and administration. When trust and mutual respect decline, workers withhold discretionary goodwill, performing only the bare minimum operational duties required.

29. (B) It increases petty unresolved interpersonal conflicts and formal complaints
Low organizational morale creates an unsupportive workplace environment characterized by heightened irritability, administrative distrust, and miscommunication. Under these conditions, minor peer disagreements rapidly escalate into formal administrative grievances and persistent interpersonal friction. Employees feeling undervalued or frustrated are more likely to express discontent through official complaint channels, overloading grievance machinery and damaging workplace harmony further.

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30. (A) Detachment, meaninglessness, and powerlessness regarding one's role in the school
Alienation in organizational settings describes a psychological state where employees feel disconnected from their professional roles, institutional leadership, and workplace purpose. Staff members experience pervasive powerlessness, isolation, and a loss of personal meaning regarding their daily contribution. This profound detachment directly stems from low morale, authoritarian management, lack of recognition, and ineffective administrative communication channels.

31. (C) Democratic participative style
Democratic and participative leadership fosters sustainable group morale by encouraging open communication, collaborative decision-making, and active employee involvement. When leaders

the action plan
(A) III, I, II, IV
(B) III, II, I, IV
(C) I, III, II, IV
(D) I, II, III, IV

73. A school principal conducts an attitude survey and discovers that morale is exceptionally low due to perceived favoritism in the allocation of timetables. What is the most appropriate next step?
(A) Conceal survey results from faculty entirely to avoid triggering additional institutional unrest or friction
(B) Identify specific teachers who submitted critical complaints and issue formal administrative warnings to them
(C) Acknowledge feedback publicly, review timetable processes, and establish transparent, fair criteria
(D) Reject survey findings as invalid under the assumption that teachers habitually gripe about timetables

74. What is a "Pulse Survey" in the context of organizational management?
(A) A comprehensive annual institutional evaluation reviewing all formal school administrative policies
(B) A physiological biometric assessment measuring individual employee neurological stress levels
(C) A compulsory statutory compliance audit mandated directly by educational authorities
(D) A brief, frequent survey assessing staff emotional health and organizational morale

75. A Principal conducts a daily walk-through of the school corridors. Over a month, she observes that teachers rarely smile, avoid eye contact with administration, snap at students over minor issues, and immediately isolate themselves in the staff room during breaks. What is the Principal employing here?
(A) Behavioral observation of morale
(B) Formal psychometric attitude survey
(C) Standardized clinical supervision cycle
(D) Formal statutory vigilance inquiry procedure

76. Why is the observation of behavioral indicators sometimes considered more accurate than self-reported attitude surveys in measuring morale?
(A) Direct behavioral observation completely eliminates all subjective observer biases and interpretations
(B) Unobtrusive behavioral metrics capture actual actions, bypassing socially desirable survey answers
(C) Paper-based attitude surveys incur excessive, prohibitive printing and administrative processing costs
(D) Observational monitoring procedures are explicitly mandated under formal civil service conduct rules

77. Which of the following is NOT typically considered a valid observational metric for assessing staff morale in a school?
(A) Daily rates of systemic staff room absenteeism, burnout, and habitual tardiness
(B) Initial academic degrees and qualifications of teachers during recruitment
(C) Frequency of voluntary staff involvement in co-curricular student activities
(D) Total volume and tone of formal and informal administrative grievances filed

78. Identify the correct pair matching an observed behavior to its most likely underlying morale issue:
(A) Silence in meetings – Climate of fear or apathy reflecting low morale
(B) Leave usage on Mondays and Fridays – Exceptionally high dedication to personal work-life balance
(C) Teachers staying late after hours to tutor struggling students – Severe underlying job dissatisfaction
(D) Frequent formal transfer requests to other institutions – High attachment to current school setup

79. A significant increase in the grievance rate (the number of formal complaints filed by staff against management or peers) over a short period is a classic behavioral indicator of:
(A) Rapidly expanding knowledge of legal employment rights
(B) A highly supportive and responsive school administration
(C) Deteriorating group morale and institutional trust
(D) An excessive amount of personal pedagogical freedom

80. Consider the following limitations of using observation of behavioral indicators to measure morale:

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density, availability of instructional tools, and hygiene facilities, as these directly affect daily teaching tasks and personal comfort. In contrast, superficial aesthetic elements like boundary wall color have virtually zero operational impact on work execution or teacher well-being, making them irrelevant to overall staff morale.

40. (D) A is false but R is true
Upgrading physical infrastructure provides improved hygiene conditions, which prevent discontent but do not independently create long-term high morale. According to dual-factor motivation theories, working conditions function as hygiene factors rather than intrinsic motivators. Without addressing psychological security, administrative trust, recognition, and professional growth, physical enhancements alone cannot guarantee permanent boosts in staff morale.

41. (C) It will cut environmental stressors and signal management care, thereby improving staff morale
Upgrading staff room amenities removes physical discomforts and demonstrates administrative concern for employee well-being. Improving physical working conditions reduces operational stress and creates a professional space for rest and peer interaction. This tangible evidence of support boosts job satisfaction and improves staff morale, even though intrinsic teaching motivation requires broader pedagogical and psychological incentives.

42. (D) It addresses physical well-being via proper workstations, reducing fatigue and boosting job satisfaction
Ergonomics focuses on designing physical spaces, equipment, and workstations to match human physical capabilities and comfort needs. In educational environments, ergonomic furniture and optimized physical layouts minimize bodily strain, physical fatigue, and long-term health issues for teachers. Ensuring physical comfort during work enhances daily operational well-being, directly contributing to positive job satisfaction and morale.

43. (B) Safety Needs
In Maslow's Hierarchy of Needs, job security represents a fundamental safety need that provides stability, financial predictability, and protection against arbitrary job loss. Until employees feel secure in their employment status, higher-order needs like self-esteem and self-actualization cannot be fully pursued. Establishing strong job security eliminates foundational anxiety, creating a stable platform for maintaining positive morale.

44. (B) Contractual staff will experience lower morale and anxiety due to a lack of job security
Contractual employment structures create pervasive job insecurity, generating constant anxiety regarding contract renewal, income stability, and career longevity. When contractual teachers operate alongside permanent staff enjoying tenure and greater benefits, perceived professional inequity worsens discontent. This lack of security degrades morale, reduces institutional loyalty, and increases turnover intentions among contractual educators.

45. (B) Hold an open meeting to share policy details transparently, clarify criteria, and address anxieties
Open, transparent communication from leadership is the most effective administrative intervention to counter rumors and lower anxiety during institutional transitions. Holding a comprehensive briefing allows leaders to present accurate facts, explain rationalization criteria clearly, and directly answer staff concerns. Addressing uncertainties head-on restores trust, dispels false information, and stabilizes employee morale amid structural organizational changes.

46. (A) High job security offers psychological safety, encouraging teachers to innovate, take risks, and boost morale
High job security provides educators with psychological safety, reassuring them that reasonable professional experimentation will not result in arbitrary termination. This stability encourages teachers to adopt innovative pedagogical methods, implement modern technologies, and take creative risks in the classroom. Feeling secure lowers performance anxiety, fosters professional autonomy, and significantly elevates long-term staff morale.

47. (C) Pedagogical Security – The absolute guarantee that all students will pass board exams
Security factors influencing staff morale include economic stability, protection against arbitrary dismissal, and supportive emotional environments. Pedagogical security cannot be

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This psychological empowerment fosters strong ownership over school goals, strengthens organizational commitment, and enhances overall job satisfaction across the teaching body.

97. (C) Enlargement adds horizontal tasks; enrichment adds vertical responsibility and autonomy for sustained morale
Job enlargement expands role scope horizontally by adding more tasks at the same skill level, which can sometimes increase workload fatigue. Conversely, job enrichment enhances roles vertically by adding greater autonomy, decision-making responsibility, and opportunities for professional growth. Job enrichment satisfies higher-order needs, fostering deeper intrinsic motivation and sustained long-term morale among employees.

98. (B) Hold a reflective meeting, absorb blame, identify action areas collaboratively, and celebrate small wins
Rebuilding staff morale after public criticism requires supportive, collaborative leadership. The principal should shield staff from undue external blame, hold reflective sessions to acknowledge feelings, and collaboratively establish constructive improvement strategies. Celebrating incremental achievements during recovery restores confidence, repairs psychological safety, and re-establishes trust between teachers and administrative leadership following institutional setbacks.

99. (A) I, III, IV, II
Strategic interventions to improve morale begin with identifying root causes using systematic observation or surveys. Administration then collaborates with staff to design targeted intervention strategies addressing key concerns. Next, leadership implements these chosen strategies consistently across the organization. Finally, management evaluates intervention outcomes after a set operational period, making necessary refinements to sustain progress.

100. (A) Boosting morale requires long-term trust, transparent communication, and structural work changes
Transforming a toxic workplace culture and restoring low staff morale requires sustained administrative commitment over time. Leaders must realize that quick fixes, superficial social events, or rigid disciplinary mandates cannot repair deep systemic distrust. Sustainable improvement demands continuous transparent communication, authentic leadership, equitable administrative practices, and structural enhancements to working conditions and professional support.

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unappreciated, directly explaining why praise must be perceived as earned to build morale.

56. (B) They create a social support system that buffers against work stress and leader pressure
Positive peer relationships and healthy collegial interactions establish a critical social support framework within educational institutions. Supportive colleagues share instructional resources, offer emotional encouragement, and help mitigate daily professional stress and administrative pressures. This collaborative environment protects teachers from burnout, fosters belonging, and serves as a major driver of elevated individual and group morale.

57. (C) Form mixed-seniority committees for school events and pedagogical planning to build collaboration
Breaking down divisive staff room cliques requires structured opportunities for positive cross-group collaboration. Assigning teachers of varying experience levels to joint committees encourages shared problem-solving, open dialogue, and mutual understanding. This cooperative approach dismantles informal barriers, reduces interpersonal hostility, integrates newer educators seamlessly, and cultivates a inclusive organizational culture that supports positive group morale.

58. (D) A complete absence of conflict in an organization is always the most accurate indicator of high morale.
A complete absence of conflict often reflects apathy, fear of reprisal, or suppression of ideas rather than high morale. Healthy organizations experience constructive debate regarding pedagogical methods and institutional improvements. While chronic personal friction damages morale, respectful professional disagreement demonstrates active staff engagement, intellectual vitality, and a high level of psychological safety across the workforce.

59. (A) Social Support Buffer
The social support buffer hypothesis explains how positive interpersonal relationships and strong collegiality reduce the negative psychological impacts of occupational stress. In educational settings, empathetic peers provide emotional comfort, practical advice, and shared coping strategies during challenging periods. This protective social buffer prevents stress from escalating into systemic burnout, preserving individual well-being and organizational morale.

60. (B) I, II, and IV
Mutual respect, active resource sharing, and empathetic communication represent foundational pillars of healthy interpersonal relationships in a school. These collaborative behaviors build strong group cohesion, trust, and psychological safety. Conversely, undercutting peers to gain administrative favors reflects toxic competition and low morale, which destroys collegiality and damages overall organizational harmony.

61. (B) Enforcing artificial optimism that denies, minimizes, and invalidates valid staff grievances
Toxic positivity refers to the continuous enforcement of an artificial positive attitude while actively dismissing genuine worker distress and systemic administrative issues. When management demands unyielding optimism, valid employee concerns, workload challenges, and structural grievances are ignored. This invalidation creates emotional suppression, increases cynicism, erodes trust in leadership, and ultimately damages staff morale across the organization.

62. (A) Perceived fairness of pay and effort ratio compared against the compensation and effort of peers
According to Adams' Equity Theory, employees evaluate their job satisfaction and morale by comparing their ratio of work inputs and outputs against those of relevant peers. If a teacher perceives an imbalance between their effort and compensation relative to colleagues, feelings of equity distress arise. Perceived fairness in rewards directly governs employee motivation and morale.

63. (C) Distributive justice concerns outcome fairness, while procedural justice concerns process fairness
Distributive justice focuses on the perceived fairness of final allocation outcomes, such as base salary, bonuses, or resource distribution. In contrast, procedural justice concerns the fairness, consistency, and transparency of the processes used to determine those allocation decisions. Both dimensions independently influence staff morale, as employees demand fair results and equitable administrative procedures.

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defined as a guarantee of flawless student exam results, as student academic outcomes depend on multiple external variables outside direct teacher control. Misdefining security in this absolute manner creates unrealistic expectations rather than genuine professional security.

48. (D) Herzberg's Two-Factor Theory, which posits job security is a hygiene factor that prevents unhappiness but does not boost morale
Herzberg's Two-Factor Theory explains that job security acts strictly as a hygiene factor. Satisfying hygiene needs prevents employee dissatisfaction and distress, but it does not intrinsically generate high motivation or positive morale. True long-term morale requires motivational factors such as meaningful work, recognition, advancement, and professional growth, which may remain absent despite guaranteed job tenure.

49. (C) It is a Motivator that actively drives job satisfaction and high morale
Under Herzberg's Two-Factor Theory, recognition and appreciation are classified as true motivators rather than baseline hygiene factors. While hygiene factors merely prevent job dissatisfaction, motivators satisfy higher-order psychological needs, generating positive energy, intrinsic pride, and elevated morale. Regularly recognizing teacher efforts actively builds job satisfaction, reinforces commitment, and drives continuous professional excellence.

50. (B) Providing specific, timely, and sincere recognition for a teacher's effort or achievement
Effective recognition requires specificity, promptness, and genuine sincerity to maximize its positive impact on staff morale. Acknowledging exact accomplishments shortly after they occur reinforces desired professional behaviors and validates individual effort. Vague yearly praise or artificial competitive contests often feel insincere or cause peer friction, whereas targeted, authentic appreciation fosters lasting satisfaction and institutional trust.

51. (D) Showing favoritism by repeatedly rewarding a small inner circle while ignoring quiet contributors
Demonstrating favoritism in employee recognition severely damages workplace morale and undermines administrative credibility. Repeatedly praising a select group while ignoring the substantial efforts of quiet contributors creates widespread resentment and feelings of inequity. To preserve positive group dynamics, recognition systems must remain transparent, objective, and inclusive, ensuring all deserving staff members receive fair acknowledgement.

52. (B) II, I, III, IV
Developing a successful recognition program begins with assessing what forms of recognition staff truly value. Once employee preferences are understood, leadership establishes clear criteria aligned with institutional objectives. The program is then implemented consistently across all departments. Finally, administration continuously evaluates the program's impact on staff morale and makes necessary operational adjustments to maintain effectiveness.

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53. (C) Experiencing pride when a student masters a concept, backed by quiet leader acknowledgment
Intrinsic recognition originates from internal feelings of professional mastery, personal pride, and meaningful achievement rather than external monetary rewards or formal titles. Experiencing fulfillment when a student succeeds, supported by private administrative validation, satisfies higher-order psychological needs. This internal sense of purpose deeply reinforces teacher morale and generates sustained, self-driven enthusiasm for classroom instruction.

54. (A) Offer sincere private praise and write a personal appreciation letter for their record
Tailoring recognition to individual personality preferences ensures that praise is experienced as meaningful rather than uncomfortable. For a introverted teacher who dislikes public attention, forcing public awards causes anxiety and distress. Delivering personal, sincere private commendation along with formal written documentation validates the achievement, respects personal boundaries, and effectively boosts individual morale without public adulation.

55. (A) Both A and R are true and R is the correct explanation of A
Praise and recognition must be authentic, deserved, and specific to positively impact organizational morale. Indiscriminate or superficial compliments devalue recognition, leading to cynicism among staff who realize rewards are distributed without regard to merit. This loss of value causes high performers to feel

72. (A) III, I, II, IV
Utilizing attitude surveys effectively begins with designing and distributing confidential instruments to collect genuine feedback. Administrators then analyze the data to identify key workplace trends and operational concerns. Following analysis, leadership transparently shares findings and proposed action plans with staff. Finally, management executes targeted interventions to address identified issues and improve overall organizational morale.

73. (C) Acknowledge feedback publicly, review timetable processes, and establish transparent, fair criteria
Addressing survey feedback constructively requires public acknowledgment of identified staff concerns followed by prompt administrative action. When survey data reveals perceived favoritism in timetable allocation, leadership must review current scheduling practices and establish transparent, objective criteria. Taking visible, equitable corrective steps restores administrative credibility, resolves perceived injustice, and significantly rebuilds employee trust and morale.

74. (D) A brief, frequent survey assessing staff emotional health and organizational morale
A pulse survey is a concise, frequently administered assessment designed to capture rapid snapshots of employee sentiment, workplace morale, and organizational health. Unlike lengthy annual reviews, pulse surveys feature a small set of targeted questions delivered regularly. This approach enables administrators to track shifting trends, evaluate recent policy impacts, and address emerging concerns promptly.

75. (A) Behavioral observation of morale
Observing non-verbal cues, interpersonal interactions, daily expressions, and spontaneous staff room behaviors constitutes behavioral observation of morale. By systematically monitoring routine workplace actions, administrators gain immediate qualitative insights into staff disengagement, emotional exhaustion, and underlying organizational culture. This direct observational method complements formal surveys by capturing unscripted, real-time indicators of employee well-being and climate.

76. (B) Unobtrusive behavioral metrics capture actual actions, bypassing socially desirable survey answers
Self-reported attitude surveys are vulnerable to social desirability bias, where employees provide pleasing or guarded answers out of caution. Unobtrusive behavioral observation bypasses this limitation by evaluating actual workplace conduct, daily participation, and spontaneous interactions. Observing tangible actions provides administrators with an authentic reflection of underlying morale, uninfluenced by artificial survey responses.

77. (B) Initial academic degrees and qualifications of teachers during recruitment
Initial academic degrees and qualifications reflect an individual's past educational background attained prior to employment, making them irrelevant for assessing current workplace morale. In contrast, valid observational metrics of morale include daily absenteeism, voluntary participation in extra-curricular duties, and the volume of administrative grievances filed, as these directly measure active job satisfaction and engagement.

78. (A) Silence in meetings – Climate of fear or apathy reflecting low morale
Pervasive silence during staff meetings typically reflects an unsupportive climate characterized by psychological fear, administrative distrust, or widespread professional apathy. When employees refrain from asking questions or offering suggestions, it signals low morale and disengagement. Conversely, open dialogue and constructive debate indicate a healthy workplace where staff feel safe and valued by leadership.

79. (C) Deteriorating group morale and institutional trust
A rapid increase in formal employee grievances signals deep underlying dissatisfaction, interpersonal friction, and eroding trust in administrative leadership. When staff members repeatedly resort to official complaint procedures, it highlights failing communication channels and unresolved workplace issues. This rise in formal complaints serves as a clear behavioral indicator of deteriorating group morale across the organization.

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annually to eligible employees
(B) Medical consultation at a government dispensary
(C) Special monthly pay provided for performing additional administrative duties
(D) Formal honorarium granted for executing occasional special assignments

10. Consider the following statements regarding Non-Monetary Incentives:
I. They address the psychological and social needs of employees.
II. They are ineffective without a baseline of adequate financial compensation.
III. They exclusively include promotional avenues and exclude job enrichment.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

11. In government institutions, career progression schemes primarily serve as an incentive to counter:
(A) Career stagnation from a lack of regular promotional vacancies
(B) Continuous financial inflation and rising general cost of living expenses
(C) Inadequate pedagogical skills and domain expertise among school teachers
(D) Severe deficiency of basic physical infrastructure in rural educational institutions

12. A "Piece-Rate" incentive system, common in manufacturing, is generally considered unsuitable for the teaching profession because:
(A) Professional educators are inherently motivated only by intrinsic psychological factors rather than financial gains
(B) Central government employment regulations strictly prohibit all form of piece-rate remuneration across public institutions
(C) Educational outcomes are qualitative, complex, and difficult to quantify daily
(D) Public educational institutions lack the necessary administrative and financial autonomy to manage custom payroll systems

13. Which of the following financial benefits is statutory and compensatory in nature, rather than a performance-based incentive?
(A) Merit-based cash awards
(B) Honorarium for evaluation duties
(C) Teacher Innovator Fund grants
(D) Dearness Allowance (DA)

14. "Job Enlargement" as a non-monetary incentive involves:
(A) Increasing the depth of a job by adding responsibilities that require higher-level skills
(B) Providing a larger physical workspace for the employee
(C) Adding a wider variety of similar tasks to a teacher's role to reduce monotony
(D) Increasing the basic pay scale of the employee without changing duties

15. A school Principal notices that the senior biology teacher is highly competent but appears unmotivated and bored with routine teaching. The Principal decides to give the teacher complete autonomy to design a new experiential science lab and lead a team of junior science teachers.
Which type of incentive is the Principal primarily utilising in this scenario?
(A) Job Enlargement
(B) Job Enrichment
(C) Group Financial Incentive
(D) Negative Reinforcement

16. In the context of administrative financial rules, an "Honorarium" is best described as:
(A) A standardized monthly administrative allowance disbursed automatically to all active teaching staff members
(B) A recurring financial compensation granted for duties conducted regularly throughout standard school operating hours
(C) A formal financial penalty enforced systematically for delayed completion of designated administrative responsibilities
(D) Payment granted for occasional work of a special and meritorious nature

17. The primary objective of providing an Ad-hoc Bonus to non-gazetted government employees is to:
(A) Encourage collective operational efficiency and boost festive morale
(B) Offset the economic impact of general market inflation and rising daily living costs
(C) Permanently substitute and replace the standardized annual salary increment system

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adequate resources, and task-oriented leadership. Unfocused happiness without accountability can lead to low output, proving that emotional satisfaction alone is insufficient to guarantee high performance standards.

89. (C) High individual motivation alongside low organizational morale
A teacher working diligently toward personal academic advancement demonstrates high individual drive and internal motivation. However, simultaneously expressing persistent dissatisfaction with leadership, avoiding staff meetings, and refusing peer collaboration highlights low organizational morale and detachment from the workplace climate. This scenario illustrates that personal ambition can coexist with severe dissatisfaction regarding the collective organization.

90. (C) A is true but R is false
Motivation drives individual goal-directed behavior, whereas morale reflects collective belonging and group satisfaction. It is entirely possible for an employee to possess high individual motivation for personal career advancement while experiencing low group morale due to a toxic workplace climate. Therefore, the assertion correctly distinguishes the concepts, while the reason is demonstrably false.

91. (A) The two concepts are identical and fully interchangeable in management
Motivation and morale are distinct organizational concepts that cannot be used interchangeably. Motivation refers to the specific internal drives that direct individual behavior toward targeted goals. Conversely, morale represents the collective emotional state, general satisfaction, and psychological climate of a group. Confusing these terms obscures critical differences between individual effort drivers and collective workplace environment factors.

92. (B) Yes, personal ambition can drive motivation despite a toxic climate, bad leadership, or alienation
An individual can remain highly motivated by personal career goals, professional pride, or intrinsic passion despite suffering from low organizational morale. Negative workplace climates, poor administrative leadership, and peer friction erode systemic morale, yet highly ambitious employees may maintain personal drive to achieve individual targets regardless of surrounding organizational dysfunction.

93. (B) A broken climate weakens belief that effort yields fair rewards, destroying motivation to perform
According to Vroom's Expectancy Theory, motivation depends on the belief that effort leads to performance and equitable rewards. A broken organizational climate with low morale damages instrumentality and expectancy perceptions, as employees doubt their hard work will be recognized or rewarded fairly. Consequently, deteriorating morale directly undermines individual motivation to expend discretionary effort.

94. (A) Addressing underlying distrust, fatigue, and feelings of being undervalued among staff
When low participation in institutional programs stems from morale issues, management must address underlying psychological causes such as staff burnout, administrative distrust, and feelings of being undervalued. Simply explaining program benefits targets motivation, but resolving morale concerns requires improving workplace culture, demonstrating genuine appreciation, and restoring trust between administration and teaching staff.

95. (C) Prioritizing well-being via empathetic listening, workload adjustments, and recognizing resilience
Addressing post-crisis burnout and staff detachment requires leadership to prioritize employee well-being over rigid operational targets. Demonstrating empathetic listening, offering manageable workload adjustments, and recognizing staff resilience rebuilds psychological safety and trust. Restoring emotional security and showing administrative support creates a foundation for healing, effectively revitalizing staff morale after prolonged institutional disruptions.

96. (D) It meets higher-order needs for esteem and autonomy, ensuring teachers feel professionally valued
Participative decision-making boosts staff morale by satisfying higher-order psychological needs for professional autonomy, self-esteem, and personal competence. When administrators involve teachers in key institutional choices, educators feel respected, valued, and trusted.

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64. (D) The base basic pay scale as determined by the Pay Commission
Base basic pay determined by statutory pay commissions represents standard contractual salary compensation rather than a supplementary perk or benefit. Benefits and perquisites include extra non-wage amenities such as retirement contributions, healthcare coverage, and housing allowances. While basic salary fulfills core economic needs, discretionary benefits enhance total compensation packages, positively influencing employee retention and morale.

65. (C) Severe morale loss from perceived inequity and rights violations, causing resentment and legal action
Failing to adhere to statutory pay scale standards generates severe feelings of structural injustice and economic exploitation among staff members. Comparing their reduced earnings with government counterparts creates perceived inequity, destroying administrative trust and damaging overall morale. This systemic pay disparity results in widespread resentment, heightened turnover, professional apathy, and potential legal disputes against school management.

66. (B) Inadequate pay ruins morale, but pay hikes alone without culture and respect will not sustain high morale
Adequate financial compensation serves as a critical baseline factor in preventing workplace dissatisfaction and economic distress. However, offering salary increases without fostering a respectful culture, fair leadership, and supportive working conditions fails to build long-term engagement. Sustainable high morale requires combining equitable compensation with positive organizational values, professional autonomy, and psychological well-being.

67. (D) Career and financial stagnation occurring when regular promotional posts remain structurally unavailable
Structured career progression schemes provide clear pathways for professional growth and financial advancement when higher administrative posts are limited. Without promotional opportunities, experienced staff members encounter career stagnation, leading to frustration and reduced effort. Implementing systematic progression ladders ensures long-term professional development, recognizes continuous service, and maintains high employee morale over extended working careers.

68. (A) Likert Scale
The Likert scale is the most widely utilized psychometric tool in organizational attitude surveys for measuring employee perceptions and morale. It presents structured statements and asks respondents to select their degree of agreement along a continuum, typically ranging from strongly agree to strongly disagree. This format allows administrators to efficiently quantify subjective feelings and workplace attitudes.

69. (C) Complete anonymity and confidentiality of their responses
Ensuring complete anonymity and strict confidentiality is essential for obtaining honest, accurate data in staff morale surveys. When employees feel safe from administrative retaliation or personal scrutiny, they express genuine opinions regarding workplace conditions and leadership. Guarantees of confidentiality eliminate fear, improve response rates, and enhance the overall validity and reliability of survey findings.

70. (D) A is false but R is true
Conducting monthly comprehensive surveys causes survey fatigue and employee frustration, especially if management fails to implement visible changes between cycles. Over-surveying without action signals empty administration rather than genuine care, ultimately damaging morale. Therefore, leadership must balance periodic feedback collection with timely, concrete institutional interventions based on survey findings to maintain a healthy climate.

71. (D) Well-designed surveys completely remove the need for leadership to interact personally with staff
Attitude surveys provide valuable quantitative insights into employee perceptions, but they can never substitute for direct personal interaction and authentic leadership engagement. Relying exclusively on surveys creates administrative distance and ignores human nuances. Effective principals combine survey data with open dialogue, informal check-ins, and active listening to build trust and maintain positive school morale.

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CHAPTER 12
Role of Incentives in Building Morale

1. Which of the following best defines an "incentive" within the context of educational management?
(A) An external stimulus or reward designed to encourage specific behaviours or improve performance
(B) A basic constitutional right provided to all government employees
(C) A standard compensatory allowance given for geographical relocation
(D) A mandatory deduction from salary for pension contributions

2. Incentives are broadly classified into two categories based on their nature. Which pair correctly represents this fundamental classification?
(A) Statutory and Discretionary
(B) Immediate and Deferred
(C) Monetary and Non-monetary
(D) Direct and Indirect

3. A school principal issues a warning memo to a teacher who habitually arrives late, implying that further delays will result in a deduction of leave. What type of incentive mechanism is being employed here?
(A) Negative Incentive
(B) Positive Incentive
(C) Group Incentive
(D) Intrinsic Incentive

4. Which of the following motivational theories most explicitly distinguishes between "hygiene factors" (such as salary) and "motivators" (such as recognition)?
(A) Maslow's Hierarchy of Needs
(B) Vroom's Expectancy Theory
(C) McGregor's Theory X and Theory Y
(D) Herzberg's Two-Factor Theory

5. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Financial incentives alone are insufficient to maintain high morale among teaching staff in the long term.
Reason (R): Monetary benefits prevent dissatisfaction but do not serve as intrinsic motivators for sustained exceptional performance.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

6. Which of the following is considered an extrinsic monetary incentive in a school system?
(A) Granting autonomy in curriculum transaction
(B) Public recognition in the morning assembly
(C) A one-time cash award for acquiring a relevant higher academic qualification
(D) Providing a dedicated workspace in the staff room

7. According to Vroom's Expectancy Theory, the perceived value or attractiveness of an incentive to an employee is termed as:
(A) Instrumentality
(B) Expectancy
(C) Reinforcement
(D) Valence

8. Under the provisions of public service pay commission guidelines, which of the following is true regarding financial incentives for acquiring higher qualifications by government servants?
(A) A lump-sum cash incentive is granted based on the qualification level
(B) Permanent advance increments are automatically merged into the basic pay
(C) A dedicated monthly qualification pay allowance is added to base salary
(D) The employee receives an immediate career promotion to the next grade level

9. Which of the following is NOT typically classified as a direct monetary incentive?
(A) Direct performance-linked bonus paid

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80. (A) I, II, and III
Utilizing behavioral observation to assess morale presents several inherent limitations, including observer bias, diagnostic ambiguity, and reactivity. Observers may misinterpret actions based on personal preconceptions, while external factors like illness can mimic low morale. Additionally, staff aware of being observed may alter behaviors due to the Hawthorne Effect. However, observational data can certainly be quantified.

81. (C) The Halo Effect
The Halo Effect occurs when an observer allows a single positive trait or high performance in one specific area to improperly influence their overall evaluation of an individual. Assuming a teacher possesses high morale across all duty domains simply because they demonstrated high enthusiasm during a single event exemplifies this cognitive bias, leading to inaccurate administrative assessments.

82. (B) The link is complex; high morale can exist without high productivity, though they often interact
The relationship between morale and productivity is complex and non-linear. While high morale often supports performance by fostering engagement, it does not automatically guarantee high productivity. Factors such as organizational goals, skill levels, structural support, and group norms mediate output, allowing high morale to exist alongside low productivity under certain operational conditions.

83. (D) This occurs in "country club" management, where staff are happy but lack drive for academic rigor
High morale can exist without high productivity in environments characterized by "country club" management styles. In these settings, leadership prioritizes employee comfort, warm relationships, and social harmony above performance standards and academic expectations. Consequently, staff members report high job satisfaction and positive feelings, yet overall institutional productivity remains low due to a lack of task rigor.

84. (A) Group norms prioritize social comfort over academic rigor
High group morale and strong cohesion do not automatically ensure academic excellence if internal group norms prioritize social harmony and comfort over performance standards. When peer expectations emphasize ease rather than instructional effort, cohesive teams may collectively maintain low output. Realigning group norms toward academic standards is necessary to translate strong group morale into high productivity.

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85. (C) High Morale - Negative Productivity (Staff actively destroying school property out of joy)
Organizational management recognizes four standard combinations of morale and productivity based on varying alignments of group dynamics and task performance. Destructive behaviors like vandalizing institutional property reflect extreme hostiles and severe low morale rather than positive morale. Joyful destruction represents an illogical construct, making it an invalid combination within established organizational behavior frameworks.

86. (A) The Hawthorne Studies
Conducted by Elton Mayo and his research team, the Hawthorne Studies demonstrated that social relationships, employee recognition, and managerial attention significantly influence worker morale and productivity. These landmark experiments shifted management thought away from purely scientific, mechanical models toward human relations approaches, highlighting psychological climate and group dynamics as critical determinants of organizational performance.

87. (D) Align school goals with teachers' personal goals, giving clear expectations and support
To effectively translate high morale into high educational productivity, school leaders must align institutional objectives with teachers' personal and professional goals. Clear performance expectations, adequate instructional resources, and consistent administrative support direct positive group energy toward student learning outcomes. This strategic alignment ensures collective enthusiasm results in structured academic achievements rather than unguided social comfort.

88. (B) Happy workers are always productive workers
The belief that happy workers are automatically productive workers represents a persistent organizational myth. While contentment improves workplace satisfaction, productivity requires clear goals, technical competence,

(D) Exclusively reward the performance achievements of the top ten percent of staff

18. Which of the following is a classic example of a non-financial recognition strategy at the school level?
(A) Disbursing a designated monetary portion of the institutional contingent fund directly to high-performing staff
(B) Granting additional paid Earned Leave days beyond the standard statutory quota established by government regulations
(C) Recording an "Outstanding" evaluation entry in the teacher's official Service Book or performance appraisal report
(D) Reducing the mandatory daily instructional working hours of the designated educator on a permanent basis

19. According to Maslow's hierarchy, non-monetary incentives such as "Best Teacher Awards" primarily satisfy which level of human needs?
(A) Esteem Needs
(B) Physiological Needs
(C) Safety and Security Needs
(D) Love and Belonging Needs

20. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Group incentive schemes are often more appropriate in educational settings than purely individual incentive schemes.
Reason (R): Teaching and school improvement are highly collaborative processes where individual contributions are closely interdependent.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

21. A potential drawback of individual performance-based financial incentives in a school environment is that they may:
(A) Actively foster continuous professional collaboration, shared lesson planning, and structured peer learning
(B) Create unhealthy rivalry and resource hoarding among teaching staff
(C) Increase the total financial budget allocated by the central government across all departments uniformly
(D) Significantly alleviate the operational workload and administrative burden placed on the school Principal

22. In designing an effective incentive scheme, "Line of Sight" refers to:
(A) The prominent physical display and visibility of administrative award plaques within the main office
(B) The full operational transparency and openness maintained during annual school financial audit procedures
(C) The clear, direct link between employee effort, performance, and reward
(D) The administrative and organizational distance separating classroom educators from executive officers

23. Which of the following represents a "Group Incentive" approach?
(A) Formally selecting an individual teacher from each educational zone to receive the annual State Award
(B) Granting a permanent advance financial increment to an individual educator upon completing a doctorate
(C) Automatically promoting the senior-most Post Graduate Teacher into the administrative position of Vice Principal
(D) Awarding a financial grant to a school achieving top district board results

24. What is the "Free-rider problem" in the context of group incentive schemes?
(A) Individuals reducing their effort while sharing the group's earned reward
(B) Staff members collectively declining to accept officially presented non-monetary recognition honours
(C) Administrative delay by government treasury authorities in disbursing approved financial incentive funds
(D) Staff members immediately tendering resignations after obtaining a collective organizational achievement award

25. Consider the following characteristics regarding effective incentive design:
I. The criteria for the incentive should be measurable and transparent.
II. The reward must be highly valued by the recipient.

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III. The incentive should be strictly limited to monetary cash payouts.
IV. The scheme must ensure equitable opportunity for all eligible staff.

Which of the above are essential prerequisites of a sound incentive system?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

26. High employee morale in a school is most accurately defined as:
(A) The overall physical endurance and energy levels required of teaching staff to deliver consecutive lectures
(B) The group's psychological state driving enthusiasm and commitment to shared goals
(C) Strict regulatory adherence and technical compliance with administrative financial procedures by institutional personnel
(D) Complete absence of formal administrative grievances or disciplinary proceedings within an academic operational period

27. The concept of "Esprit de corps" in organizational management, which is closely linked to morale building, translates to:
(A) Team spirit and group unity
(B) Systematic division and specialization of labour
(C) Unbroken scalar chain of administrative command
(D) Fairness and equity of employee remuneration

28. Which of the following best explains why monetary incentives alone have limitations in building long-term morale?
(A) Financial rewards are strictly prohibited under current public service employment and educational regulations
(B) Banking infrastructure prevents direct electronic credit transfers to all serving educational staff members
(C) Employees adapt quickly to higher income, reducing its motivational impact
(D) Receipt of additional monetary bonuses automatically lowers the annual personal income tax liability of educators

29. A school Principal regularly holds short weekly meetings not to discuss administrative tasks, but to highlight specific positive contributions made by different teachers that week. This practice leverages:
(A) Formal disciplinary proceedings utilized as a negative incentive
(B) Institutional profit-sharing distributed as a group incentive
(C) Performance-linked variable compensation payouts
(D) Non-financial social recognition

30. A school Principal faces a situation where funds are strictly regulated, yet the staff is exhibiting low morale following a tough inspection. The Principal wishes to boost morale.
Based on organizational behaviour principles, which of the following is the most appropriate immediate intervention?
(A) Verbally promise an immediate off-the-record cash distribution using accumulated student welfare emergency funds
(B) Formally issue an administrative circular threatening severe disciplinary consequences for future unsatisfactory output
(C) Host an appreciation event for staff and build a peer-mentoring system
(D) Unilaterally shorten daily instructional working hours in direct contravention of established administrative standards

31. State Teachers Awards and National Teachers Awards operate primarily on the principle of:
(A) Financially compensating public educators for additional instructional hours worked beyond duty
(B) Recognizing exceptional merit, innovation, and dedication
(C) Providing direct financial welfare assistance specifically to teachers belonging to economically weaker sections
(D) Ensuring that standard mandatory seniority-based career promotions are processed and expedited smoothly

32. Which of the following is typically a key criterion in evaluation rubrics for State or National Best Teacher Awards?
(A) The number of leave days accumulated by the teacher
(B) The teacher's personal financial status
(C) The physical distance of the teacher's residence from the school
(D) Innovative pedagogical practices and community mobilization

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33. Which of the following forms of recognition carries an official, long-term administrative benefit for a teacher in a government school?
(A) An official commendation letter placed in the Service Book
(B) An informal verbal compliment delivered privately by the Principal during corridor walkthroughs
(C) Publicly featuring the educator's name on the internal staff room bulletin display board
(D) Receiving a ceremonial floral bouquet during the annual campus Teachers' Day celebration

34. In equity theory, employee morale is heavily influenced by:
(A) The total absolute financial value of the monetary performance incentive disbursed
(B) The administrative speed and promptness with which funds are credited to personal bank accounts
(C) Perceived fairness of rewards relative to peer inputs and outcomes
(D) The historical background and administrative origin of the institutional compensation policy

35. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Transparent criteria for incentives are crucial for building organizational morale.
Reason (R): Ambiguous incentive criteria lead to perceptions of favoritism and nepotism, which degrade trust and job satisfaction.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

36. Which of the following is an example of an intangible, non-financial incentive that significantly impacts school climate?
(A) Annual festive holiday financial bonus
(B) Statutory commutation of retirement pension
(C) Monthly House Rent Allowance disbursement
(D) Participative decision-making

37. Which legal or administrative mechanism allows government schools to protect teachers from financial hardship during medical emergencies, thereby acting indirectly as a morale-sustaining welfare measure?
(A) Career progression schemes
(B) Employee Health Scheme benefits
(C) Annual Performance Appraisal Report guidelines
(D) Civil Services Conduct Rules provisions

38. Motivation is an internal drive, whereas an incentive is:
(A) An inherent and unchangeable baseline personality trait present from birth
(B) A formal statutory disciplinary penalty enforced following workplace misconduct
(C) An external stimulus that directs internal drive
(D) A direct cash payment disbursed through standard institutional administrative channels

39. To ensure that an incentive scheme directly links to performance in an educational setup, the performance must be:
(A) Evaluated exclusively through subjective qualitative ratings submitted by student cohorts
(B) Maintained as completely independent from overarching organizational strategic objectives
(C) Kept strictly confidential and inaccessible to the individual performing the assigned tasks
(D) Measurable, observable, and tied to school goals

40. Consider the following statements about Group Incentive Schemes:
I. They foster a sense of shared responsibility and teamwork.
II. They completely eliminate the problem of underperforming individuals.
III. They are particularly useful when individual output is difficult to isolate and measure.
Which of the statements given above is/are correct?
(A) I and II only
(B) I and III only
(C) II and III only
(D) I, II and III

41. Reinforcement Theory suggests that behavior followed by positive consequences will be repeated. In the context of school administration,

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Protocol
(C) Mandatory Involuntary Punitive Transfer
(D) Horizontal Workplace Job Enlargement

57. Which of the following is NOT a recognized principle for designing an effective incentive scheme in an organization?
(A) Simplicity and comprehensibility
(B) Secrecy of the reward criteria
(C) Alignment with organizational objectives
(D) Promptness of the reward

58. The provision of providing laptops or tablets to teachers for educational purposes serves administratively as a tool, but psychologically it often acts as:
(A) A burdensome negative incentive created by continuous administrative monitoring and digital accountability
(B) An intrinsic motivator signaling trust and workplace modernization
(C) A direct monetary bonus disbursed through official payroll and treasury accounts
(D) A mandatory statutory entitlement prescribed under provisions of national education legislation

59. In the context of school administration, Teacher Innovator initiatives aim to:
(A) Recognize grassroots educational innovations for professional prestige
(B) Provide a permanent statutory increase in the base salary scale of selected teaching personnel
(C) Mandate the involuntary administrative transfer of underperforming educators to remote rural postings
(D) Permanently substitute and replace the standardized annual performance evaluation framework

60. A school Principal observes that two departments are in open conflict, refusing to share resources. The Principal decides to introduce a rolling trophy for the "Most Collaborative Department of the Month," based on cross-disciplinary projects.
What managerial concept is the Principal applying?
(A) Exercising formal statutory disciplinary authority under established civil service classification regulations
(B) Implementing an institution-wide monetary gain-sharing financial bonus distribution plan
(C) Applying a group non-financial incentive to promote teamwork
(D) Enforcing statutory fundamental service rules governing pay scale fixation and allowances

61. High morale in a school staff is generally indicated by all of the following EXCEPT:
(A) Low rates of absenteeism
(B) Willingness to take up additional institutional responsibilities voluntarily
(C) Positive and constructive communication among peers
(D) High employee turnover and frequent transfer requests

62. Which of the following correctly pairs the incentive type with its example?
(A) Monetary Incentive – Public Praise
(B) Non-Monetary Incentive – Productivity Linked Bonus
(C) Statutory Welfare – Maternity Leave
(D) Negative Incentive – Advance Increment

63. "Promotion" acts as a powerful incentive because it usually combines:
(A) Reduced daily operational responsibilities combined with increased monthly compensation
(B) Both monetary gains and higher administrative status
(C) Systematic horizontal job rotation linked directly to negative reinforcement mechanisms
(D) Administrative reduction in formal rank offset by a minor increase in special allowances

64. When designing a recognition program, the principle of "Public Recognition, Private Reprimand" is essential because:
(A) Public recognition protocols are explicitly mandated under transparency provisions of national information rights
(B) Private administrative reprimands are significantly easier to record formally in official employee service documentation
(C) Organizing public recognition events allows the institution to utilize greater portions of allocated contingent budgets
(D) Public praise boosts esteem, while private reprimand preserves dignity

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(D) Motivation is goal-directed drive; morale is group attitude and climate

49. A school management practice where savings generated through collective staff efficiency (e.g., reducing electricity waste, optimizing resource use) are partially distributed among the staff as bonuses is known as:
(A) Gain-sharing plan
(B) Pension commutation
(C) Advance increment
(D) Leave encashment

50. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Timeliness is a critical factor in the effectiveness of an incentive.
Reason (R): A reward given long after the exceptional performance has occurred loses its psychological link to the behaviour, reducing its reinforcing power.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

51. The "Halo Effect" during teacher appraisal can negatively impact morale because:
(A) Bias based on a single trait undermines appraisal fairness
(B) It systematically guarantees impartial and highly objective evaluation across all professional workplace competencies
(C) It consistently causes evaluating officers to rate every employee as average regardless of actual accomplishments
(D) It severely restricts the operational treasury budget allocated for disbursing monetary performance awards

52. Which of the following is considered a negative impact of poorly designed individual monetary incentives in a school?
(A) Teaching staff will consistently decline official payment of their standard baseline monthly compensation
(B) Enrolled students will automatically demonstrate higher competitive performance across all co-curricular activities
(C) Physical school infrastructure and facility maintenance will suffer immediate administrative deterioration
(D) Staff may focus only on rewarded metrics while neglecting broader goals

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53. If a Principal notices that non-monetary incentives are failing to motivate a section of contract teachers who are struggling to meet basic living expenses, this situation is best explained by:
(A) Vroom's Expectancy Model
(B) Maslow's Need Hierarchy
(C) Thorndike's Behavioral Law of Effect
(D) Weber's Structural Bureaucratic Model

54. According to government financial regulations, can a Principal of a government school institute a new regular cash bonus scheme for teachers using student welfare funds?
(A) Yes, provided the institutional School Management Committee formally adopts a unanimous regulatory resolution
(B) Yes, executed entirely under the administrative authority and sole discretionary power of the Principal
(C) No, student welfare funds cannot be used for staff cash bonuses
(D) No, unless the calculated total payout remains under five thousand rupees per serving teacher annually

55. Consider the following statements about non-financial incentives:
I. They are immune to the effects of inflation.
II. They can be customized more easily to individual psychological needs than standard government pay scales.
III. They rely heavily on the leadership style and interpersonal skills of the school head.
IV. They completely replace the need for an adequate base salary.
Which of the statements given above are correct?
(A) I, II and IV only
(B) I, II and III only
(C) II, III and IV only
(D) I, III and IV only

56. Which term is used to describe the practice of sending high-performing teachers for specialized foreign training programs or prestigious national workshops?
(A) Capacity Building Incentive
(B) Administrative Corrective Supervision

which of the following is an application of this theory?
(A) Systematically withholding all administrative feedback and evaluations until official employee retirement
(B) Promptly commending a teacher for successfully leading a major project
(C) Permanently reducing the basic pay scale of an educator following a minor procedural oversight
(D) Deliberately ignoring exceptional employee accomplishments to prevent professional jealousy among colleagues

42. "Delegation of authority" by a Principal to a teacher (e.g., appointing them as the Admission In-charge) serves as an incentive primarily because it:
(A) Legally reduces mandatory instructional classroom teaching workload hours
(B) Signals trust, enhances status, and fosters growth
(C) Instantly increases base salary allowances through official administrative channels
(D) Fully exempts staff from adherence to standard civil service conduct regulations

43. Which of the following represents a "Threshold performance level" in incentive design?
(A) The minimum performance required to qualify for an incentive
(B) The absolute maximum output physically achievable under ideal working conditions
(C) The calculated statistical baseline average of the lowest performing workplace cohort
(D) The specific operational deficit that automatically triggers formal disciplinary proceedings

44. What is the principal limitation of "Time-rate" pay (standard monthly salary based on attendance) as an incentive for excellence?
(A) It fails to provide basic financial safety or job stability for baseline personnel
(B) Its administrative calculation methodology is excessively intricate and prone to accounting errors
(C) It does not reward individual variations in effort and performance
(D) It necessitates continuous direct oversight and monitoring by regional educational authorities

45. A senior teacher has consistently produced 100% board results for five years. Despite receiving her regular salary and increments, she expresses a feeling of stagnation and lack of motivation to the Principal.
Which of the following actions by the Principal would serve as the most effective non-financial incentive to rebuild her morale?
(A) Permanently reassign her teaching load to introductory primary classes to minimize operational workplace stress
(B) Officially request executive authorities to freeze annual salary increments to stimulate professional challenge
(C) Formally counsel the teacher to initiate administrative paperwork for mutual transfer to a different institution
(D) Assign her as a teacher mentor and nominate her for a State Teacher Award

46. The concept of "Incentive Elasticity" implies that:
(A) The administrative ability to defer incentive budget allocations across consecutive fiscal years
(B) Mandatory supply guidelines governing flexible physical stationery provided to administrative units
(C) How performance changes relative to the size of the incentive
(D) The total independence of institutional morale from adjustments made to employee financial packages

47. Which of the following is an INCORRECT pair?
(A) Extrinsic Incentive – Cash Bonus
(B) Monetary Incentive – Appointing a teacher as the House Master
(C) Intrinsic Incentive – Sense of achievement from helping a CWSN student succeed
(D) Negative Incentive – Issuance of a Show Cause Notice

48. What is the fundamental difference between 'Motivation' and 'Morale'?
(A) Motivation focuses exclusively on collective group dynamics, whereas morale reflects single individual psychological states
(B) Motivation relies entirely on direct financial compensation, whereas morale depends on strict regulatory enforcement
(C) Modern organizational literature treats both administrative concepts as fully interchangeable and functionally identical

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65. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Regular constructive feedback from the Principal is a vital non-financial incentive.
Reason (R): Feedback helps teachers adjust their instructional strategies but has no bearing on their psychological need for competence.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

66. A scheme that grants a specific monetary reward when an employee successfully recommends a qualified candidate who gets hired is known as a:
(A) Retention Bonus
(B) Dearness Allowance
(C) Referral Bonus
(D) Severance Pay

67. Which of the following best describes the limitations of monetary incentives?
(A) Fostering a transactional mindset where unrewarded tasks are avoided
(B) Being entirely incapable of satisfying baseline physiological or foundational safety requirements
(C) Violating statutory financial provisions governing disbursements to public sector employees
(D) Triggering immediate microeconomic hyperinflation within the local institutional ecosystem

68. The School Management Committee (SMC) decides to publicly honour the 'Best Support Staff' during the Annual Day function with a shawl and a citation. This is an example of:
(A) Group financial incentive
(B) Statutory compensatory allowance
(C) Job enlargement
(D) Non-monetary social recognition

69. McGregor's Theory Y assumes that:
(A) Workers naturally dislike labor, actively avoid responsibility, and require continuous coercion through negative sanctions
(B) Employees are naturally self-directed and motivated by work autonomy
(C) Direct financial compensation based exclusively on individual piece-rate output constitutes the only effective driver
(D) Staff morale and psychological satisfaction exert no meaningful statistical impact on overall workplace productivity

70. Consider the following statements about the link between performance and incentives:
I. An effective incentive must have a direct correlation with desired performance outcomes.
II. Incentives granted universally, irrespective of individual effort, often fail to motivate high performers.
III. Performance metrics used for granting incentives must be objective and free from evaluator bias.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

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71. The practice of "Job Rotation" among administrative staff in a school (e.g., rotating admission, examination, and timetable duties) acts as an indirect incentive by:
(A) Directly lowering overall base salary expenditures and payroll overheads within the institution
(B) Permitting administrative staff members to utilize higher amounts of casual leave per quarter
(C) Acting as a formal punitive administrative sanction imposed for chronic individual inefficiency
(D) Reducing monotony and building skills for higher responsibilities

72. Which of the following represents an intrinsic incentive in the teaching profession?
(A) Personal satisfaction from seeing a student master a concept
(B) Receiving a formal commendation certificate issued by regional zonal education authorities
(C) Earning a statutory annual financial increment following satisfactory completion of service
(D) Securing an administrative promotion to a higher leadership position within the institution

73. If an incentive scheme relies on a forced-ranking system (e.g., grading teachers on a curve where only 10% can be 'Outstanding'), the most likely negative outcome on morale is:
(A) A significant increase in spontaneous cooperative lesson planning and team teaching methods
(B) Reduced collaboration and higher interpersonal conflict
(C) A notable administrative decrease in formal staff grievances submitted to management units
(D) Mass tendering of immediate official resignations by the majority of serving teaching personnel

74. Which administrative document formally captures the exceptional achievements of a teacher, serving as a basis for future promotions and acting as a deferred non-monetary incentive?
(A) The Institutional Daily School Log Book
(B) The Annual Performance Assessment Report
(C) The Official Treasury Cash Ledger Book
(D) The Administrative Contingent Register

75. A newly appointed Principal observes that morale is extremely low because the previous administration was highly autocratic and criticized teachers publicly. The Principal wishes to restore morale using non-financial strategies. Which of the following actions is the most appropriate first step?
(A) Adopt participative leadership, address concerns, and publicly acknowledge achievements
(B) Immediately issue formal administrative show-cause notices to underperforming educators to establish strict discipline
(C) Publicly announce an unauthorized large financial bonus payout funded through government treasury allocations
(D) Mandate compulsory extra weekend working hours dedicated strictly to structured organizational team-building activities

76. In educational administration, a "Certificate of Commendation" issued by competent educational authorities is classified as:
(A) An intrinsic, performance-linked monetary incentive
(B) A mandatory statutory welfare provision under civil rules
(C) An extrinsic, non-monetary incentive
(D) A punitive administrative negative incentive

77. Which of the following is NOT typically an objective of a Best Teacher Award scheme?
(A) To publicly recognize the primary contribution of teachers to society
(B) To motivate teachers to adopt innovative pedagogical practices
(C) To enhance the social prestige of the teaching profession
(D) To provide a financial bailout to teachers in debt

78. According to David McClelland's Need Theory, a teacher with a high "Need for Affiliation" would be most motivated by which type of incentive?
(A) Participating in individual cash prize competitions with high peer visibility
(B) Exercising sole administrative control and authority over institutional financial budgets
(C) Opportunities for collaborative committee work and outreach projects
(D) Working in an isolated individual workspace with zero mandatory colleague interaction

79. The term "Golden Handcuffs" in human resource management refers to:
(A) Formal administrative disciplinary sanctions enforced against corrupt public officials
(B) Financial incentives structured to retain valuable employees
(C) Commemorative physical awards made of precious gold presented to retiring staff
(D) Statutory civil service regulations governing mandatory retirement age limits

80. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Introducing an Employee of the Month scheme in a school will automatically lead to long-term improvements in student learning outcomes.
Reason (R): Non-financial recognition strategies are guaranteed to improve pedagogical skills.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

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81. A key limitation of using student test scores as the sole metric for granting financial incentives to teachers is that:
(A) It encourages teaching to the test while neglecting unexamined skills
(B) Academic test performance metrics are mathematically impossible to record accurately
(C) Enrolled students will deliberately underperform to deprive educators of financial bonuses
(D) It systematically causes teaching staff to become overly confident in subject domain knowledge

82. Which of the following non-financial recognition strategies is most likely to be cost-free yet highly effective in a school?
(A) Sponsoring the educator to attend an extended international study tour abroad
(B) Building and fully furnishing a modern staff lounge with updated amenities
(C) A personalized handwritten thank-you note from the Principal
(D) Purchasing high-end engraved silver commemorative plaques for all personnel

83. The concept of "Distributive Justice" in the context of school incentives refers to:
(A) Perceived fairness in reward allocation among individuals
(B) Distributing financial incentives uniformly to all staff regardless of actual performance
(C) Formal legal proceedings initiated to challenge internal administrative disciplinary actions
(D) The equitable physical distribution of prescribed learning textbooks to student cohorts

84. "Procedural Justice" in an incentive scheme relates to:
(A) The direct physical disbursement of currency notes to eligible employees
(B) Statutory judicial trial proceedings conducted under juvenile protection laws
(C) The administrative organizational hierarchy of regional education departments
(D) Perceived fairness of decision-making processes and criteria

85. Consider the following statements about Group vs Individual Incentive Schemes:
I. Individual incentives clearly reward personal excellence.
II. Group incentives minimize interpersonal friction in a collaborative environment like a school.
III. Individual incentives are easier to administer when task interdependence is very high.
IV. Group incentives may suffer from the 'free-rider' effect.
Which of the statements given above are correct?
(A) I, II and III only
(B) I, II and IV only
(C) II, III and IV only
(D) I, III and IV only

86. Flexible working hours or "Flexitime", where permissible, is considered a form of non-monetary incentive because it:
(A) Increases the basic salary proportionally
(B) Reduces the number of instructional days in the academic calendar
(C) Provides autonomy and helps employees achieve better work-life balance
(D) Exempts the employee from biometric attendance requirements permanently

87. A major grievance among staff regarding incentives often arises not from the lack of incentives, but from:
(A) Disbursing monetary incentive payments directly through personal banking transfers
(B) Complete tax-exempt status granted to administrative performance bonuses
(C) Undue administrative delays when conducting routine institutional assemblies
(D) Perceived bias and lack of transparency in reward criteria

88. A Principal wants to nominate a highly deserving teacher for the State Teachers Award. However, the teacher is hesitant due to the lengthy and complex application process.
What is the most supportive managerial action the Principal can take to ensure this non-financial incentive mechanism is utilized?
(A) Provide IT and clerical staff assistance to assemble the application portfolio
(B) Coerce the hesitant educator into completing application forms by issuing a official memorandum
(C) Nominate an alternate staff member possessing lesser merit but higher willingness for paperwork
(D) Completely disregard and bypass the annual state award nomination procedure entirely

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89. Which of the following is a classic non-financial incentive linked to "Career Advancement"?
(A) Full reimbursement of emergency inpatient medical expenses incurred
(B) Sponsorship for an advanced leadership certification course
(C) Highly subsidized dietary meals provided within institutional canteens
(D) Statutory administrative authorization of extended half-pay medical leave

90. A Principal notices that despite a recent hike in Dearness Allowance (DA), teacher morale remains stagnant, and enthusiasm for extracurricular activities is low.
According to motivational theories, what is the best explanation for this?
(A) The financial increase was disproportionately large, inducing operational complacency
(B) DA compensates for inflation rather than addressing higher motivational needs
(C) Participation in co-curricular programs is statutorily suspended during DA adjustments
(D) Teaching personnel remain unaware of adjustments made to statutory compensation scales

91. Which sequence best represents the logical flow of a performance-based incentive system?
(A) Reward → Performance → Goal Setting → Appraisal
(B) Goal Setting → Performance → Appraisal → Reward
(C) Appraisal → Goal Setting → Reward → Performance
(D) Performance → Reward → Appraisal → Goal Setting

92. The "Pygmalion Effect" in school leadership suggests that:
(A) Teaching personnel strictly calibrate their daily output to match base compensation
(B) Direct financial compensation provides the sole mechanism to alter work behavior
(C) High principal expectations drive higher teacher performance
(D) Punitive administrative sanctions yield superior compliance compared to positive praise

93. In the context of government financial incentive schemes, what does PLB stand for?
(A) Performance Linked Benefit
(B) Pension Leave Balance
(C) Principal Leadership Bonus
(D) Productivity Linked Bonus

94. A "Suggestion Scheme" where teachers are encouraged to submit ideas for school improvement, and the best ideas are implemented and acknowledged, is an example of:
(A) Direct performance-linked financial incentive
(B) Formal statutory disciplinary mechanism
(C) Participative non-monetary incentive
(D) Internal administrative grievance redressal procedure

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95. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Offering a cash reward for every single routine task a teacher performs is an effective long-term morale-building strategy.
Reason (R): Over-justification effect occurs when external rewards decrease a person's intrinsic motivation to perform a task.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both (A) and (R) are true and (R) is the correct explanation of (A)
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(C) (A) is true but (R) is false
(D) (A) is false but (R) is true

96. Which of the following statements about the link between incentives and performance is true?
(A) Performance incentives uniformly enhance daily output across all individual staff members equally
(B) Non-financial rewards exert zero statistically measurable influence on overall employee performance
(C) Reward schemes remain effective only when administrative details are kept strictly confidential
(D) Incentive effectiveness depends on reward valuation and effort-reward belief

97. Providing a well-equipped, air-conditioned staff room and dedicated personal lockers for teachers primarily serves as:
(A) Enhanced working conditions that reduce dissatisfaction
(B) Direct financial compensation disbursed through institutional monthly payroll accounts
(C) Punitive negative reinforcement enforced

through administrative monitoring protocols
(D) Mandatory statutory entitlement governed by regional educational legislation provisions

98. A Head of School decides to restructure the timetable to ensure that a teacher pursuing evening postgraduate classes gets the last two periods off.
This administrative adjustment serves as:
(A) A mandatory statutory monetary allowance credited directly to salary
(B) A direct administrative violation of national statutory education acts
(C) A non-financial incentive supporting professional growth
(D) An involuntary punitive transfer enforced for administrative misconduct

99. When a Principal systematically delegates the responsibility of leading the morning assembly to different teachers on a rotating basis, it is an application of:
(A) Job enrichment and recognition
(B) Formal administrative demotion in rank
(C) Standard time-rate financial compensation
(D) Workplace negative reinforcement mechanisms

100. In designing an effective incentive scheme for a school, which of the following represents the principle of "Equitability"?
(A) Financial allocations for incentive schemes must remain identical across consecutive operational budget cycles
(B) All institutional personnel receive identical incentive payouts regardless of individual performance metrics
(C) Reward eligibility remains strictly restricted to classroom educators while excluding administrative support personnel
(D) Rewards commensurate with effort and impact, applied fairly across staff

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ANSWERS

1. (A) An external stimulus or reward designed to encourage specific behaviours or improve performance
In educational management, an incentive is defined as an external stimulus, reward, or promise designed to motivate individuals to perform desirable actions or enhance overall performance. It acts as an extrinsic driver that influences behavior by providing an appealing outcome. By aligning personal interests with organizational objectives, incentives foster professional growth and operational efficiency.

2. (C) Monetary and Non-monetary
Incentives in management are fundamentally classified into monetary and non-monetary categories based on their financial nature. Monetary incentives involve direct financial rewards or cash additions, such as bonuses or increments. Non-monetary incentives focus on psychological, social, or administrative recognition, such as awards, praise, and career advancement opportunities, which satisfy higher-level human psychological needs.

3. (A) Negative Incentive
A negative incentive operates through deterrence, applying sanctions, penalties, warnings, or the threat of privilege loss to modify undesirable workplace behavior. By issuing a warning memo regarding punctuality and threatening leave deductions, management employs negative motivation to enforce discipline, ensure compliance with established administrative rules, and prevent future chronic tardiness among staff.

4. (D) Herzberg's Two-Factor Theory
Herzberg's Two-Factor Theory distinguishes between hygiene factors and motivators within organizational environments. Hygiene factors, including basic salary, working conditions, and company policies, prevent dissatisfaction when adequate but do not inherently motivate. Motivators, such as achievement, recognition, responsibility, and personal growth, actively drive employees toward higher performance and long-term professional job satisfaction.

5. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Financial incentives primarily fulfill basic physiological and security needs, serving as hygiene factors that prevent job dissatisfaction rather than creating sustained internal motivation. While monetary rewards maintain baseline morale, long-term commitment and exceptional performance require non-financial motivators like recognition, professional autonomy, and self-actualization. Thus, financial rewards alone remain insufficient for sustaining institutional morale over time.

6. (C) A one-time cash award for acquiring a relevant higher academic qualification
An extrinsic monetary incentive involves a direct or indirect financial reward provided by an external source to encourage specific accomplishments. Granting a cash award for acquiring higher academic qualifications directly links monetary gain to professional development, serving as a clear financial stimulus that encourages teachers to enhance domain expertise and academic credentials.

7. (D) Valence
In Vroom's Expectancy Theory, valence represents the emotional orientation or degree of preference an individual holds regarding a specific outcome or reward. It measures how much value, importance, or attractiveness an employee places on the expected incentive. Higher positive valence increases an individual's overall motivation to perform tasks required to achieve that outcome.

8. (A) A lump-sum cash incentive is granted based on the qualification level
Under public service pay commission guidelines, financial incentives for acquiring higher academic qualifications are structured as one-time lump-sum cash grants based on the qualification level achieved. This simplified mechanism replaces permanent advance increments, rewarding self-improvement while maintaining standardized base pay structures and avoiding long-term cumulative payroll liabilities for government institutions.

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9. (B) Medical consultation at a government dispensary
Direct monetary incentives involve direct cash disbursements or regular pay additions directly connected to work performed. Medical consultations at government dispensaries represent indirect non-monetary or fringe benefits that provide institutional health security without delivering direct cash payments. Thus, health facilities are categorized as general welfare provisions rather than direct financial performance incentives.

10. (A) I and II only
Non-monetary incentives fulfill psychological, social, and esteem needs, fostering internal commitment and organizational belonging. However, their effectiveness relies on a foundational baseline of fair and adequate monetary compensation that satisfies basic living requirements. Furthermore, non-monetary incentives encompass diverse approaches including job enrichment, professional autonomy, and recognition alongside structured promotional advancement opportunities.

11. (A) Career stagnation from a lack of regular promotional vacancies
Career progression schemes, such as modified assured career progression, address career stagnation resulting from structural promotional bottlenecks in government services. When organizational hierarchies lack regular higher-level vacancies, these schemes ensure financial advancement and grade pay upgrades at fixed service intervals, sustaining staff morale and performance despite limited vertical administrative promotional opportunities.

12. (C) Educational outcomes are qualitative, complex, and difficult to quantify daily
Teaching outcomes are qualitative, multifaceted, and long-term, involving cognitive, social, and emotional development that cannot be accurately measured on a short-term piece-rate scale. Applying piece-rate compensation to educational environments distorts pedagogical priorities, trivializes holistic learning, and encourages superficial instruction focused solely on easily quantifiable metrics rather than deep educational engagement.

13. (D) Dearness Allowance (DA)
Dearness Allowance is a statutory compensatory allowance designed to offset the impact of price inflation on fixed incomes, maintaining the real purchasing power of government employees. It is automatically adjusted based on economic consumer price indices rather than individual or institutional work performance, distinguishing it completely from performance-based financial incentive mechanisms.

14. (C) Adding a wider variety of similar tasks to a teacher's role to reduce monotony
Job enlargement is a non-monetary motivational strategy that expands the scope of a position by adding a wider variety of tasks at the same organizational level. By diversifying daily duties without increasing hierarchical complexity or depth of responsibility, job enlargement reduces routine monotony, expands skill versatility, and enhances overall work engagement.

15. (B) Job Enrichment
Job enrichment involves enhancing a position vertically by granting greater autonomy, higher-level responsibilities, and decision-making authority over projects. By allowing the senior teacher to design a new lab and lead junior colleagues, the principal increases job depth and psychological empowerment, directly addressing feelings of boredom through meaningful responsibility and professional growth.

16. (D) Payment granted for occasional work of a special and meritorious nature
In government administrative and financial rules, an honorarium is a discretionary payment granted to an employee as remuneration for special, occasional, or laborious work performed outside normal official duties. It represents recognition for meritorious service on specific assignments rather than recurring salary compensation or regular operational allowance for standard daily work responsibilities.

17. (A) Encourage collective operational efficiency and boost festive morale
Ad-hoc bonuses disbursed to non-gazetted government staff aim to foster collective productivity, improve organizational atmosphere, and boost workforce morale during festive periods. Delivered as a periodic non-recurring financial payout, this bonus acknowledges general employee contributions, reinforces group

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across an organization. When criteria are vague or ambiguous, employees suspect favoritism, nepotism, and arbitrary decision-making, which severely erodes institutional trust, creates resentment, and diminishes job satisfaction. Clear guidelines ensure that rewards are perceived as fair, objective, and earned.

36. (D) Participative decision-making
Participative decision-making is an intangible non-financial incentive that fosters an inclusive and collaborative organizational climate. By involving teachers in institutional governance, curriculum planning, and policy formulation, leadership signals trust, validates professional expertise, and enhances job autonomy, which significantly boosts morale, commitment, and overall job satisfaction across the school community.

37. (B) Employee Health Scheme benefits
Employee Health Schemes provide financial protection and comprehensive medical coverage during health emergencies, alleviating severe personal financial burdens for government staff. By offering crucial social and health security, these statutory welfare benefits reduce anxiety, promote well-being, and indirectly preserve workforce morale and commitment during challenging personal circumstances.

38. (C) An external stimulus that directs internal drive
While motivation is an internal psychological drive or willingness to act, an incentive is an external stimulus or reward structured by the organization to trigger, direct, and sustain that internal drive toward desired behaviors. Incentives align personal motives with institutional goals, channeling effort into specific productive organizational outcomes.

39. (D) Measurable, observable, and tied to school goals
For an incentive scheme to effectively drive performance in educational settings, performance metrics must be clearly defined, observable, objective, and directly aligned with strategic school goals. Transparent and measurable targets allow educators to understand expectations, link their daily efforts to recognized outcomes, and trust the evaluation process.

40. (B) I and III only
Group incentive schemes foster teamwork, shared responsibility, and mutual support, making them highly effective when individual output is complex and interdependent. However, group incentives do not automatically eliminate underperformance, as they can sometimes enable free-riding behavior where individual effort decreases while collective rewards continue to be shared equally by all members.

41. (B) Promptly commending a teacher for successfully leading a major project
Reinforcement theory states that behavior followed by immediate positive consequences is reinforced and more likely to recur. Promptly commending a teacher for leading a major initiative successfully applies positive reinforcement, validating their effort, increasing their sense of competence, and encouraging them to sustain high performance in future institutional projects.

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42. (B) Signals trust, enhances status, and fosters growth
Delegating meaningful administrative authority signals leadership trust, elevates professional status, and offers valuable personal growth opportunities. By entrusting responsibilities to educators, management satisfies higher-level needs for esteem and autonomy, empowering teachers, building leadership capabilities, and serving as a powerful non-monetary incentive that enhances overall career commitment.

43. (A) The minimum performance required to qualify for an incentive
In incentive scheme design, a threshold performance level represents the absolute minimum standard of output or achievement an employee must attain before becoming eligible to receive any incentive payout or formal recognition. Performance falling below this baseline yields no reward, ensuring that incentives encourage meaningful productivity above routine baseline expectations.

44. (C) It does not reward individual variations in effort and performance
Time-rate pay grants fixed monthly compensation based on attendance and time spent on duty rather than specific accomplishments. Its primary limitation as an incentive mechanism is that it provides equal remuneration regardless

achieving common organizational goals. It reflects positive attitudes, trust in leadership, job satisfaction, and strong group cohesion, driving workforce willingness to cooperate, maintain high performance standards, and overcome institutional challenges collectively over long periods.

27. (A) Team spirit and group unity
Esprit de corps is a fundamental management principle emphasizing mutual trust, group unity, and vibrant team spirit within an organization. It fosters a shared sense of pride, emotional solidarity, and mutual support among employees, which directly elevates workforce morale, enhances collaborative efficiency, and strengthens institutional commitment across all operational levels.

28. (C) Employees adapt quickly to higher income, reducing its motivational impact
Monetary incentives suffer from psychological adaptation, meaning employees quickly come to consider higher pay as the standard baseline status quo, causing its motivational impact to diminish rapidly over time. Once baseline financial expectations are met, further monetary increases fail to fulfill higher psychological needs required for long-term intrinsic workplace enthusiasm and high morale.

29. (D) Non-financial social recognition
Highlighting specific positive contributions during brief regular meetings is a form of non-financial social recognition. This practice leverages peer acknowledgment, public appreciation, and administrative validation to satisfy emotional needs for esteem and competence, boosting individual and collective staff morale without utilizing monetary funds or variable compensation mechanisms.

30. (C) Host an appreciation event for staff and build a peer-mentoring system
Hosting an appreciation event and establishing a peer-mentoring network provides immediate, low-cost non-financial recognition and support that rebuilds team trust and psychological resilience following a stressful inspection. This strategy respects budgetary limitations while directly addressing emotional and professional needs, creating an inclusive, positive school culture that restores long-term staff morale.

31. (B) Recognizing exceptional merit, innovation, and dedication
State and National Teachers Awards operate on the foundational principle of recognizing extraordinary professional merit, innovative pedagogy, and dedication to education. These prestigious awards highlight exceptional contributions to student development and community building, enhancing the social standing of educators and serving as powerful non-financial incentives that inspire excellence across the profession.

32. (D) Innovative pedagogical practices and community mobilization
Evaluation rubrics for national and state teacher awards prioritize innovative pedagogical methods, community engagement, student mentoring, and educational leadership. These criteria focus on demonstrable professional impact, creativity in classroom instruction, and contributions to institutional improvement rather than administrative attendance metrics, personal demographic factors, or private financial circumstances of the candidates.

33. (A) An official commendation letter placed in the Service Book
Placing an official commendation letter in a teacher's Service Book provides permanent administrative documentation of exemplary professional service. This formal record remains a permanent part of the official career history, directly enhancing eligibility for future administrative promotions, selection for specialized assignments, and long-term career progression within government educational institutions throughout their career.

34. (C) Perceived fairness of rewards relative to peer inputs and outcomes
Equity theory posits that employee motivation and morale depend heavily on perceived fairness regarding the ratio of their workplace inputs and outcomes compared to those of peers. If employees perceive that rewards are allocated unfairly relative to effort and contribution, their satisfaction drops, leading to demotivation, friction, and reduced organizational commitment.

35. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Transparent incentive criteria are essential for establishing trust and maintaining high morale

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represents an intrinsic incentive, as the reward is inherently embedded in the meaningful outcome of the teaching process.

73. (B) Reduced collaboration and higher interpersonal conflict
Forced-ranking systems require evaluators to distribute employee ratings according to a fixed bell curve regardless of actual performance levels. In educational settings, this approach fosters unhealthy internal rivalry, destroys professional trust, reduces peer collaboration, and increases interpersonal conflict, as teachers view colleagues as direct competitors for limited grade allocations.

74. (B) The Annual Performance Assessment Report
The Annual Performance Assessment Report is an official administrative document that systematically records an employee's professional accomplishments, work quality, and conduct over a year. It serves as a vital historical evaluation tool, providing the formal evidentiary basis for future career promotions, grade pay upgrades, and deferred administrative recognition.

75. (A) Adopt participative leadership, address concerns, and publicly acknowledge achievements
To restore low staff morale caused by autocratic leadership, a principal should adopt a participative leadership approach, actively address teacher concerns, and publicly acknowledge achievements. This strategy rebuilds psychological safety, establishes open communication, respects teacher professionalism, and restores team cohesion without requiring unauthorized financial expenditures or punitive administrative actions.

76. (C) An extrinsic, non-monetary incentive
A Certificate of Commendation issued by educational authorities is classified as an extrinsic, non-monetary incentive. It provides external recognition, validates professional merit, and satisfies social esteem needs without involving direct financial payouts, serving as an effective administrative tool to motivate educators through visible, formal appreciation of their achievements.

77. (D) To provide a financial bailout to teachers in debt
Best Teacher Award schemes aim to celebrate professional excellence, inspire pedagogical innovation, enhance the social prestige of teaching, and highlight community contributions. They are designed to acknowledge outstanding performance rather than serve as economic relief measures or financial bailouts for employees managing personal debt or private economic hardship.

78. (C) Opportunities for collaborative committee work and outreach projects
According to McClelland's Need Theory, individuals with a high need for affiliation are motivated by positive interpersonal relationships, social integration, and collaborative work. Opportunities to serve on collaborative committees and participate in outreach projects effectively satisfy this need by fostering supportive team interactions and strong community connections.

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79. (B) Financial incentives structured to retain valuable employees
The term golden handcuffs refers to a combination of financial incentives, delayed bonuses, or contractual benefits structured to retain key, high-performing employees within an organization. By making premature departure financially disadvantageous, this strategy encourages staff retention and protects institutional investment in valuable human talent over designated time periods.

80. (D) (A) is false but (R) is true
Statement A is false because introducing employee recognition schemes does not automatically guarantee improved learning outcomes without proper pedagogical support. Statement R is also false because non-financial recognition boosts motivation but does not directly impart pedagogical skills, which require targeted professional development, training, and continuous instructional coaching.

81. (A) It encourages teaching to the test while neglecting unexamined skills
Using student test scores as the primary metric for financial incentives encourages narrow instruction focused on test preparation while neglecting critical unexamined skills, such as creative thinking, social-emotional growth, and practical problem-solving. This approach distorts educational priorities and creates inappropriate pressure on both teachers and students.

of individual variations in effort, competence, or extraordinary performance, failing to actively motivate employees toward exceptional performance.

45. (D) Assign her as a teacher mentor and nominate her for a State Teacher Award
Assigning an experienced teacher as a mentor and nominating her for a State Teacher Award acknowledges her long-standing excellence, satisfies her need for esteem, and provides renewed professional purpose. This approach leverages non-financial recognition and leadership responsibilities to overcome career stagnation, reigniting intrinsic motivation without disrupting her existing teaching role.

46. (C) How performance changes relative to the size of the incentive
Incentive elasticity measures the degree of responsiveness in employee effort or performance relative to changes in the size or structure of the incentive offered. High elasticity indicates that performance improves substantially with incremental increases in rewards, helping managers design optimal incentive structures that balance financial expenditure with desired performance output.

47. (B) Monetary Incentive – Appointing a teacher as the House Master
Appointing a teacher as a House Master represents a non-monetary, administrative recognition or job enrichment responsibility that carries status and leadership duties rather than direct cash payouts. Therefore, pairing appointment as a House Master with a monetary incentive classification is incorrect, as it functions as an intangible non-financial motivator.

48. (D) Motivation is goal-directed drive; morale is group attitude and climate
Motivation represents an individual's internal, goal-directed psychological drive and desire to exert effort toward specific accomplishments. In contrast, morale describes the collective attitude, enthusiasm, confidence, and emotional climate of a group working toward shared organizational objectives. While motivation operates at the individual level, morale reflects overall team cohesion and cultural health.

49. (A) Gain-sharing plan
A gain-sharing plan is an organizational incentive mechanism where financial savings resulting from collective employee efficiency, operational cost reductions, or waste elimination are shared between the institution and its staff. This approach encourages collaborative effort, fosters resource stewardship, and directly links team efficiency to periodic financial rewards for all participants.

50. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Timeliness is essential to incentive effectiveness because immediate rewards create a strong psychological connection between the desired performance and the positive reinforcement received. Delays in granting recognition or rewards weaken this association, diminishing the reinforcing impact on behavior and reducing the long-term motivational value of the incentive system.

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51. (A) Bias based on a single trait undermines appraisal fairness
The halo effect occurs when an evaluator's overall impression or perception of a single positive trait unfairly biases their assessment of an employee's total performance across all areas. This cognitive bias distorts evaluation accuracy, creates perceptions of unfairness among staff, and negatively impacts overall organizational morale and trust in performance management systems.

52. (D) Staff may focus only on rewarded metrics while neglecting broader goals
Poorly structured individual monetary incentives can cause narrow goal distortion, where staff focus exclusively on measurable, rewarded criteria while neglecting vital unrewarded responsibilities. In schools, this may lead educators to focus solely on test outcomes while ignoring holistic student development, collaborative school activities, and supportive administrative duties.

53. (B) Maslow's Need Hierarchy
Maslow's Hierarchy of Needs explains that lower-level physiological and financial security needs must be adequately met before higher-level non-monetary incentives can effectively motivate individuals. Contract teachers struggling with basic living expenses require fair monetary compensation first, making non-financial rewards

ineffective until fundamental economic survival and security needs are satisfied.

54. (C) No, student welfare funds cannot be used for staff cash bonuses
Government financial rules strictly regulate the utilization of student welfare funds, mandating that they be spent exclusively on student services, activities, and developmental amenities. School principals lack administrative authority to divert student welfare funds toward staff cash bonuses, making any such expenditure illegal and subject to severe financial audit objections.

55. (B) I, II and III only
Non-financial incentives are not subject to inflation, can be flexibly tailored to satisfy personal psychological needs, and rely heavily on effective leadership and interpersonal communication. However, they cannot replace an adequate base salary, as fundamental monetary compensation remains essential for satisfying basic physiological and financial security requirements of employees.

56. (A) Capacity Building Incentive
Selecting high-performing teachers for specialized international training programs or prestigious national workshops serves as a capacity building incentive. This non-monetary reward recognizes individual merit, enhances pedagogical skills, and promotes professional growth, while simultaneously strengthening institutional capabilities and boosting employee morale through investments in professional learning.

57. (B) Secrecy of the reward criteria
Effective incentive design relies on clear, simple, and transparent evaluation criteria to build employee trust and engagement. Secrecy regarding reward criteria creates suspicion, perceptions of favoritism, and widespread demotivation. Transparency ensures that employees understand expectations, perceive the appraisal system as fair, and actively align their efforts with organizational goals.

58. (B) An intrinsic motivator signaling trust and workplace modernization
Providing modern teaching tools like laptops or tablets satisfies functional needs while functioning psychologically as an intrinsic motivator. It signals institutional trust, modernizes the teaching environment, and demonstrates organizational investment in educators, which elevates professional self-worth, enhances work engagement, and encourages innovative classroom instruction across the entire school.

59. (A) Recognize grassroots educational innovations for professional prestige
Teacher Innovator initiatives recognize and celebrate creative grassroots pedagogical practices, custom learning materials, and instructional methods developed by educators. By providing professional prestige, public recognition, and institutional validation, these programs motivate teachers to experiment with innovative teaching techniques, foster professional pride, and elevate overall instructional quality within schools.

60. (C) Applying a group non-financial incentive to promote teamwork
Introducing a rolling trophy for the most collaborative department applies a group non-financial incentive to foster interdepartmental cooperation. By recognizing collective teamwork and shared achievements publicly without relying on monetary rewards, the principal encourages departments to resolve conflicts, share resources, and work unitedly toward common institutional educational goals.

61. (D) High employee turnover and frequent transfer requests
High workforce morale in an educational institution is evidenced by low absenteeism, active participation in voluntary activities, constructive peer communication, and strong commitment to institutional success. Conversely, high employee turnover and frequent transfer requests indicate low morale, reflecting widespread dissatisfaction, weak organizational climate, and poor overall staff retention.

62. (C) Statutory Welfare – Maternity Leave
Maternity leave is a statutory welfare benefit established by labor legislation to protect women's health, employment security, and social well-being during childbirth. It represents a mandatory legal right for eligible employees rather than a performance-based incentive, distinguishing it from variable financial bonuses or discretionary administrative awards.

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63. (B) Both monetary gains and higher administrative status
Promotion serves as a powerful multi-dimensional incentive because it combines direct financial gains with elevated administrative authority, higher social status, and expanded professional responsibilities. This combination satisfies both lower-level economic needs and higher-level esteem and self-actualization needs, driving long-term career commitment and sustained workplace performance.

64. (D) Public praise boosts esteem, while private reprimand preserves dignity
Public praise satisfies self-esteem and social needs by celebrating achievements in front of peers, reinforcing positive behavior and boosting institutional morale. Conversely, conducting reprimands privately preserves individual dignity, prevents public embarrassment, and maintains professional trust while providing constructive feedback needed to correct performance or behavioral issues effectively.

65. (C) (A) is true but (R) is false
Regular constructive feedback from leadership serves as a vital non-financial incentive by guiding instruction and providing recognition. Statement A is true because feedback supports improvement. However, Statement R is false because constructive feedback directly addresses the psychological need for competence, enhancing self-efficacy and job satisfaction when delivered effectively.

66. (C) Referral Bonus
A referral bonus is a financial incentive paid to an existing employee who successfully recommends a qualified candidate who is subsequently hired by the organization. This reward leverages employee networks to recruit talented personnel, reduces recruitment costs, and reinforces employee engagement by recognizing their contribution to organizational talent acquisition.

67. (A) Fostering a transactional mindset where unrewarded tasks are avoided
A major limitation of relying exclusively on monetary incentives is the risk of fostering a transactional mindset among staff. Employees may become accustomed to performing tasks only when direct cash rewards are offered, neglecting essential unrewarded responsibilities, diminishing intrinsic motivation, and reducing willingness to contribute voluntarily to wider organizational goals.

68. (D) Non-monetary social recognition
Honoring support staff publicly during an official function with a ceremonial shawl and citation is an example of non-monetary social recognition. This practice validates the contributions of support personnel, enhances their social status within the community, satisfies esteem needs, and fosters institutional inclusivity without offering direct cash compensation.

69. (B) Employees are naturally self-directed and motivated by work autonomy
McGregor's Theory Y assumes that employees are naturally self-directed, creative, and motivated by intrinsic factors when given appropriate autonomy and responsibility. It views work as a natural activity where individuals seek self-actualization, thrive on trust, and perform best under participative leadership rather than strict control or continuous coercion.

70. (D) I, II and III
Effective incentive systems depend on strong alignment between rewards and desired outcomes, clear differentiation based on effort rather than universal distribution, and objective evaluation metrics free from bias. Fulfilling all three conditions ensures that incentives maintain credibility, motivate high performers, and promote continuous institutional productivity across the organization.

71. (D) Reducing monotony and building skills for higher responsibilities
Job rotation among administrative staff acts as an indirect incentive by periodically reassigning employees to different operational roles. This practice breaks daily routine monotony, enhances skill versatility, broadens organizational knowledge, and prepares staff for higher administrative responsibilities, thereby increasing job engagement and long-term career growth potential.

72. (A) Personal satisfaction from seeing a student master a concept
An intrinsic incentive originates internally, arising from personal psychological fulfillment, personal growth, or passion for the activity itself. Experiencing deep personal satisfaction when a student successfully masters a difficult concept

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cohesiveness, and enhances overall workplace motivation without altering established permanent pay scale structures.

18. (C) Recording an "Outstanding" evaluation entry in the teacher's official Service Book or performance appraisal report
Recording an outstanding evaluation entry in an official service book serves as a formal, long-term non-financial recognition mechanism in public administration. This permanent documentation acknowledges exceptional professional achievements, enhances career credentials, and directly influences future promotions, acting as a lasting deferred incentive without requiring immediate direct financial disbursements or altered working hours.

19. (A) Esteem Needs
According to Maslow's hierarchy of needs, recognition programs like Best Teacher Awards satisfy esteem needs, which include self-respect, prestige, social status, and professional appreciation. Receiving public recognition validates an individual's hard work and competence, elevating their self-worth and social standing within the educational community while encouraging continued professional commitment.

20. (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
Teaching and school development rely heavily on interdisciplinary collaboration, shared instructional strategies, and collective institutional effort. Because individual teacher contributions are deeply interconnected and influence student outcomes collectively, group incentive schemes align with institutional dynamics far better than isolated individual rewards, fostering a supportive environment that enhances shared responsibility and overall school morale.

21. (B) Create unhealthy rivalry and resource hoarding among teaching staff
Individual monetary incentives in educational environments can foster destructive interpersonal competition, encourage resource hoarding, and diminish collaborative professional relationships among teachers. When rewards focus strictly on personal achievements, educators may prioritize isolated gains over teamwork, leading to internal friction, reduced communication, and degraded organizational morale within the school community.

22. (C) The clear, direct link between employee effort, performance, and reward
Line of sight in incentive design refers to the degree to which an employee clearly perceives that their personal effort directly influences performance outcomes, which in turn leads to promised rewards. A strong line of sight ensures clarity, transparency, and trust, maximizing the motivational impact of the incentive scheme on daily performance.

23. (D) Awarding a financial grant to a school achieving top district board results
A group incentive rewards collective performance and collaborative achievement rather than isolated individual effort. Awarding a financial grant to an entire school for achieving superior board results exemplifies a group incentive, as it recognizes the combined contributions of all educators, administrative staff, and institutional leadership toward attaining shared academic excellence.

24. (A) Individuals reducing their effort while sharing the group's earned reward
The free-rider problem occurs in group incentive structures when certain team members decrease their personal effort and contribution, relying on the hard work of colleagues while continuing to share equally in the collective rewards earned by the team. This behavior can create resentment, lower group cohesion, and demotivate high-performing employees.

25. (B) I, II and IV only
An effective incentive system requires transparent and measurable performance criteria, high subjective valuation of the reward by recipients, and equitable access for all eligible personnel. Restricting incentives exclusively to monetary cash payouts is unnecessary and counterproductive, as non-financial rewards frequently provide powerful long-term motivation without causing financial strain or transactional mindsets.

26. (B) The group's psychological state driving enthusiasm and commitment to shared goals
High employee morale represents the shared psychological disposition, enthusiasm, and emotional commitment of a group toward

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82. (C) A personalized handwritten thank-you note from the Principal
A personalized, handwritten thank-you note from the school principal is a cost-free yet highly effective non-financial recognition strategy. It communicates genuine personal appreciation, validates individual educator effort, builds strong interpersonal trust, and boosts teacher morale without requiring institutional financial budget allocations or complex administrative approval processes.

83. (A) Perceived fairness in reward allocation among individuals
Distributive justice refers to perceived fairness regarding how rewards, resources, and recognition are allocated among individuals within an organization. When employees believe that outcomes are distributed equitably based on personal contribution and effort, their trust in management increases, reinforcing positive work attitudes and organizational commitment.

84. (D) Perceived fairness of decision-making processes and criteria
Procedural justice in incentive management concerns the perceived fairness, transparency, and consistency of the decision-making processes and rules used to determine rewards. When employees view appraisal procedures as impartial, objective, and unbiased, they accept evaluation outcomes more readily, sustaining trust in leadership even when rewards are competitive.

85. (B) I, II and IV only
Individual incentives effectively reward personal excellence, while group incentives foster collaboration and minimize friction in team environments. Additionally, group schemes can suffer from free-riding behavior. However, individual incentives are difficult to administer when task interdependence is high, making statement III incorrect and confirming that statements I, II, and IV are correct.

86. (C) Provides autonomy and helps employees achieve better work-life balance
Flexitime functions as a non-monetary incentive by providing schedule flexibility and personal autonomy, allowing employees to manage personal commitments alongside professional duties. This flexibility improves work-life balance, reduces personal stress, increases job satisfaction, and demonstrates management trust without altering baseline compensation or mandatory official working hours.

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87. (D) Perceived bias and lack of transparency in reward criteria
Staff grievances regarding incentive schemes typically arise from perceived bias, opacity, and arbitrary execution in evaluation criteria rather than a total absence of rewards. When employees suspect favoritism or lack clear visibility into reward allocations, institutional trust deteriorates, causing dissatisfaction and undermining overall organizational morale.

88. (A) Provide IT and clerical staff assistance to assemble the application portfolio
To support a deserving teacher hesitant about complex administrative application procedures, a principal should provide clerical and IT support to compile the portfolio. This practical assistance removes administrative hurdles, facilitates participation in state recognition schemes, and demonstrates leadership commitment to celebrating professional merit without forcing compliance or bypassing protocols.

89. (B) Sponsorship for an advanced leadership certification course
Sponsorship for an advanced leadership certification course represents a classic non-financial incentive directly tied to career advancement. By funding professional development, the institution invests in the employee's career growth, enhances their leadership capabilities, and opens higher administrative career pathways, thereby strengthening long-term organizational commitment and performance.

90. (B) DA compensates for inflation rather than addressing higher motivational needs
Dearness Allowance is a compensatory financial mechanism meant to offset economic inflation and preserve baseline purchasing power, fulfilling basic hygiene needs rather than higher motivational factors. Because DA adjustments maintain standard living standards rather than rewarding exceptional achievement, they do not inherently inspire extra effort or enthusiasm for extracurricular initiatives.

91. (B) Goal Setting → Performance → Appraisal → Reward
A logical performance-based incentive system follows a clear sequential progression: clear performance goals are set, the employee performs tasks, management conducts an objective performance appraisal, and appropriate rewards are granted. This structured sequence ensures transparency, aligns individual effort with organizational objectives, and reinforces desired workplace achievements effectively.

92. (C) High principal expectations drive higher teacher performance
The Pygmalion effect in leadership demonstrates that high expectations set by leaders lead to higher employee performance. When a principal expresses strong confidence in teachers' professional capabilities and maintains high standards, educators internalize these positive expectations, resulting in increased effort, self-efficacy, and improved educational outcomes across the school.

93. (D) Productivity Linked Bonus
In public administration and government financial regulations, PLB stands for Productivity Linked Bonus. This financial incentive links bonus payouts to measurable operational performance and productivity benchmarks achieved by employees over a designated fiscal year, encouraging collective workplace efficiency and organizational productivity within government departments.

94. (C) Participative non-monetary incentive
A suggestion scheme that invites teachers to submit operational improvement ideas and publicly acknowledges implemented contributions is a participative non-monetary incentive. It encourages employee engagement, validates professional insight, signals trust, and empowers staff to contribute directly to institutional governance, boosting morale and creative problem-solving across the school.

95. (D) (A) is false but (R) is true
Statement A is false because offering cash rewards for every routine task creates a transactional workplace culture and undermines internal commitment. Statement R is true because the over-justification effect demonstrates that providing external monetary rewards for tasks can diminish an individual's intrinsic motivation to perform those activities for personal satisfaction.

96. (D) Incentive effectiveness depends on reward valuation and effort-reward belief
The effectiveness of an incentive scheme depends on how strongly employees value the offered reward and whether they believe their personal effort will successfully lead to attaining that reward. Without high valence and strong expectancy, incentive programs fail to drive performance improvements, regardless of their financial or organizational scale.

97. (A) Enhanced working conditions that reduce dissatisfaction
Providing a comfortable, well-equipped staff room and secure personal lockers enhances physical working conditions, functioning as a hygiene factor under motivational theory. While these amenities reduce job dissatisfaction and create a comfortable work environment, they maintain baseline operational comfort rather than serving as direct financial incentives or intrinsic performance motivators.

98. (C) A non-financial incentive supporting professional growth
Adjusting timetables to accommodate a teacher's higher educational pursuits serves as a non-financial incentive supporting professional development. By facilitating skill enhancement through flexible administrative scheduling, leadership demonstrates institutional support, fosters goodwill, and encourages personal growth without incurring extra financial costs or violating statutory educational service rules.

99. (A) Job enrichment and recognition
Systematically rotating the leadership of morning assemblies among teachers represents job enrichment and non-monetary recognition. It grants educators visible leadership opportunities, diversifies daily responsibilities, satisfies esteem needs, and fosters professional confidence, serving as an effective non-financial tool to build leadership capacity and elevate staff engagement across the institution.

100. (D) Rewards commensurate with effort and impact, applied fairly across staff
Equitability in incentive design dictates that rewards must be proportional to individual effort, performance, and institutional impact,

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while being administered fairly across all staff. This principle ensures that compensation and recognition reflect genuine contribution, maintaining appraisal credibility, preventing feelings of injustice, and encouraging sustained workplace productivity.

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49. Which of the following is NOT a recommended strategy for overcoming communication barriers in a school?
(A) Promoting an environment of trust and mutual respect
(B) Ensuring that the message is oriented to the receiver's level of understanding
(C) Utilizing multiple channels (e.g., verbal announcement followed by a written circular)
(D) Eliminating all informal communication networks (grapevine) using punitive measures

50. Consider the following factors:
I. Poor vocabulary
II. Faulty translations
III. Words with multiple meanings
IV. Use of unclarified technical jargon
These factors are collectively categorized as:
(A) Psychological barriers
(B) Organizational barriers
(C) Semantic barriers
(D) Physical barriers

51. The Johari Window is a conceptual model primarily used to improve:
(A) Statutory financial auditing procedures in educational organizations
(B) Self-awareness and interpersonal relations
(C) Structural design and formal organizational restructuring
(D) Administrative store management and stock-keeping procedures

52. In the Johari Window model, the "Blind Spot" quadrant represents:
(A) Information known to self but unknown to others
(B) Information unknown to self and unknown to others
(C) Information known to self and known to others
(D) Information known to others but unknown to self

53. If a Principal wishes to expand their "Open Area" (Johari Window) to build better trust with the teaching staff, they should:
(A) Increase self-disclosure and actively solicit staff feedback
(B) Deliberately decrease feedback seeking while significantly increasing top-down self-disclosure
(C) Systematically decrease self-disclosure and hide key personal administrative leadership strategies
(D) Strictly restrict all staff communication exclusively to formal written circulars and directives

54. Identify the correct pair:
(A) Halo effect — Judging someone on the basis of one's perception of the group to which they belong
(B) Stereotyping — Drawing a general overall impression about an individual based on a single prominent characteristic
(C) Empathy — Experiencing and understanding the emotional state and perspective of another person
(D) Filtering — The unintentional loss of message clarity due to physical distance

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Premature evaluation by a listener severely degrades the quality of communication.
Reason (R): When a listener prematurely evaluates a message, they jump to conclusions and stop actively listening to the complete message.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. "Chronemics" refers to the study of the use of:
(A) Touch in communication
(B) Space in non-verbal communication
(C) Visual aids in communication
(D) Time in non-verbal communication

57. Which communication style is most likely to resolve conflicts collaboratively in a school environment?
(A) Aggressive
(B) Assertive
(C) Passive-Aggressive
(D) Submissive

58. The 'Grapevine' is most active in an organization when:
(A) The overall administrative environment

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discipline the receiver for any operational misunderstandings
(B) It converts a one-way transmission into a two-way process, confirming understanding
(C) It serves to guarantee that the formal administrative scalar chain is strictly maintained
(D) It establishes a permanent written record for statutory auditing purposes under relevant legislation

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Without feedback, the communication process within a school management system remains incomplete and ineffective.
Reason (R): Feedback is the mechanism through which the sender ascertains whether the receiver has interpreted the message exactly as intended.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following represents 'noise' in the context of the communication process?
(A) The official administrative communication channels established by the Directorate of Education
(B) The systematic encoding of a complex administrative policy into simplified guidelines for teachers
(C) The constructive structural feedback provided by an active School Management Committee member
(D) Any factor that interferes with the transmission or understanding of a message

12. During a virtual staff meeting led by the Principal, a sudden internet outage causes the audio to break repeatedly, resulting in teachers missing key instructions regarding the new assessment policy. This scenario is a classic example of:
(A) Physical noise
(B) Semantic noise
(C) Psychological noise
(D) Organizational noise

13. Identify the incorrect pair regarding the communication process elements and their functions:
(A) Sender — Initiates the formal communication process by formulating an initial message
(B) Decoding — Converting ideas into symbols by the sender
(C) Channel — The specific physical route, medium, or vehicle used for transmission
(D) Receiver — The intended target individual or group to whom the message is addressed

14. Which of the following is the most appropriate description of downward formal communication in a school?
(A) Teachers offering constructive feedback to the Principal regarding a newly introduced pedagogical strategy
(B) The Principal issuing guidelines to teachers regarding the PM POSHAN scheme
(C) Subject teachers from various academic departments collaboratively coordinating an art-integrated project
(D) An administrative support staff member casually discussing service rules with a laboratory assistant

15. Consider the following statements regarding upward communication in an educational institution:
I. It is primarily used to transmit policies, rules, and procedures.
II. It provides management with feedback regarding staff morale and operational challenges.
III. It often faces the barrier of 'filtering', where subordinates withhold negative information.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

16. Horizontal (or lateral) communication in a school setting is most essential for:
(A) Issuing formal administrative disciplinary memos and show-cause notices to subordinate staff
(B) Submitting mandatory monthly staff attendance reports directly to the Directorate of Education
(C) Coordinating activities among peer teachers across departments
(D) Communicating comprehensive annual

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budget requirements to the designated Drawing and Disbursing Officer

17. Diagonal communication occurs when:
(A) Information flows in a strict linear sequence directly following the established scalar chain of command
(B) Two institutional Principals representing different schools engage in discussing common administrative challenges
(C) The central education directorate communicates directly with enrolled students while completely bypassing the school head
(D) Communication occurs between different hierarchical levels across departments

18. An informal communication network within an organization, operating without formal sanction and relying on social relationships, is universally known as:
(A) The scalar chain
(B) The matrix structure
(C) The grapevine
(D) The bureaucratic channel

19. Identify the characteristic that does NOT apply to grapevine communication:
(A) It spreads information rapidly across the organization
(B) It creates a legally binding record of the communication
(C) It often carries rumors and unsubstantiated information
(D) It helps satisfy the psychological needs of employees to interact

20. Consider the following statements regarding patterns of grapevine communication:
I. In a 'single strand' network, each person communicates to the next in a sequence.
II. In a 'gossip' network, one person tells the information to all others non-selectively.
III. In a 'probability' network, individuals inform others according to strict departmental seniority.
IV. In a 'cluster' network, a person shares information with a select few, who in turn share it with another select group.
Which of the statements given above are correct?
(A) I, II and IV only
(B) II, III and IV only
(C) I, III and IV only
(D) I, II, III and IV

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21. A school administrator deliberately feeds a piece of upcoming, unannounced policy information to a well-connected teacher to see how the staff reacts before making a formal announcement. The administrator is effectively utilizing which type of grapevine network?
(A) Cluster network
(B) Single strand network
(C) Formal downward network
(D) Upward channel

22. A rumor spreads among the school staff that working hours are going to be extended by two hours starting next month. This causes severe anxiety among teachers. As a Principal applying effective communication management, what is the best immediate response?
(A) Completely ignore the rumor on the assumption that formally addressing it might inadvertently validate it
(B) Immediately issue formal show-cause notices to all staff members for actively participating in the informal grapevine
(C) Hold a staff meeting to provide factual information on working hours
(D) Deliberately spread a counter-rumor that staff salaries will be doubled to temporarily ease employee anxiety

23. Semantic barriers in communication primarily arise due to:
(A) Language, vocabulary, and word interpretation issues
(B) Structural differences in official administrative hierarchy and employee status
(C) Sudden technical malfunctioning or breakdown of the physical public address system
(D) Pre-existing personal prejudices and heightening emotional volatility of the receiver

24. A Principal instructs a teacher to "handle the difficult student appropriately." The teacher interprets this as an instruction to impose strict disciplinary punishment, whereas the Principal meant providing counseling. This communication failure is a result of:
(A) Excessive physical distance between administrative blocks
(B) Rigid organizational policy restrictions on staff interactions
(C) Inadequate transmission capacity of the

official channel
(D) Unclarified assumptions and vague terms

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The use of highly specialized administrative jargon by a Principal while communicating with parents often leads to semantic barriers.
Reason (R): Parents generally lack the technical vocabulary and contextual background to accurately decode administrative jargon.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. Which of the following is an example of a psychological (or emotional) barrier to communication?
(A) Faulty translation of a circular from English to Hindi
(B) Rigid hierarchical structure preventing direct access to the Principal
(C) Premature evaluation of the message by a biased listener
(D) Poor lighting and acoustics in the staff room

27. When a receiver hears only what they want to hear based on their existing beliefs and attitudes, completely ignoring contrary information, they are demonstrating:
(A) Information overload
(B) Semantic distortion
(C) Status consciousness
(D) Selective perception

28. Identify the incorrect statement regarding organizational barriers to communication:
(A) A highly centralized organizational structure facilitates free and fast upward communication
(B) Overly complex rules and regulations can delay the transmission of urgent messages
(C) Extreme status differences between a Principal and a newly joined teacher may prevent the teacher from expressing true opinions
(D) A lack of organizational facilities like suggestion boxes can hinder effective feedback

29. "Filtering" as a barrier to communication is most accurately defined as:
(A) The physical blocking or interruption of a transmission due to an unstable technical network connection
(B) Sender's manipulation of information to make it seem favorable
(C) The total inability of a receiver to comprehend a message due to deep-seated cross-cultural differences
(D) The systematic translation of complex technical administrative jargon into simple layman's language

30. Consider the following barriers to communication:
I. Information overload
II. Status differentials
III. Complex organizational structure
Which category do the above barriers predominantly belong to?
(A) Semantic barriers
(B) Organizational barriers
(C) Psychological barriers
(D) Physical barriers

31. Physical barriers to communication in a school environment include all of the following EXCEPT:
(A) Pre-existing mistrust between the Principal and the staff
(B) Closed cabin doors of the administration block
(C) Excessive noise from a nearby construction site
(D) Geographic distance between a main school and its satellite branch

32. Cultural barriers in communication frequently occur when:
(A) There is a significant mismatch between the complex technical vocabulary of the sender and the receiver
(B) The formal administrative organizational rules strictly forbid any lateral cross-departmental communication
(C) Gestures, eye contact, and tone are interpreted differently across backgrounds
(D) A high-powered electronic microphone suddenly fails during a mandatory school-wide morning assembly

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CHAPTER 13

Communication: Process, Channels and Barriers

1. The word 'communication' is derived from the Latin word 'communis', which implies:
(A) To transmit information
(B) To encode a message
(C) To command an organization
(D) To make common or share

2. In the context of school management, communication is considered a vital administrative function because:
(A) It eliminates the need for maintaining statutory financial registers
(B) It replaces the delegation of authority within the school structure
(C) It facilitates the execution of POSDCORB elements by coordinating human efforts
(D) It solely ensures compliance with the Right to Education Act provisions

3. Which of the following is an exception to the fundamental characteristics of effective organizational communication?
(A) It functions as a continuous and dynamic process within organizations
(B) It is strictly a downward, one-way process in a formal hierarchy
(C) It requires both the systematic transmission and understanding of messages
(D) It depends on a well-defined shared context between sender and receiver

4. Identify the correct sequential order of the steps involved in the basic communication process:
I. Encoding
II. Sender
III. Receiver
IV. Channel
V. Decoding
VI. Message
(A) II, I, VI, IV, III, V
(B) II, VI, I, IV, III, V
(C) II, I, IV, VI, V, III
(D) I, II, VI, IV, V, III

5. In the communication process, 'encoding' refers to:
(A) Converting an idea into meaningful symbols, words, or gestures
(B) The physical or digital transmission and delivery of the message to the receiver
(C) The cognitive interpretation and decoding of the received message by the target audience
(D) The systematic removal or elimination of semantic barriers in written documentation

6. A school Principal drafts an official circular for the staff regarding the upcoming inspection. In the communication process, the written circular serves as the:
(A) Channel
(B) Feedback
(C) Message
(D) Decoding mechanism

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7. Which of the following best defines the 'channel' in organizational communication?
(A) The medium through which the encoded message is transmitted
(B) The cognitive mental process utilized by the receiver to interpret incoming information
(C) The direct feedback response provided by the receiver to confirm mutual understanding
(D) The formal administrative hierarchy dictating structured lines of organizational authority

8. The process of 'decoding' is primarily the responsibility of which element in the communication cycle?
(A) The sender
(B) The transmission medium
(C) The feedback loop
(D) The receiver

9. Why is feedback considered the most critical component in completing the communication cycle?
(A) It grants authority to the sender to

correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. A major distinction between 'hearing' and 'listening' is that:
(A) Hearing functions purely as a high-level cognitive mental process, while listening remains an entirely physiological bodily response
(B) Hearing is passive physiological sensing; listening is active cognitive interpretation
(C) Hearing requires active cognitive decoding of symbols, whereas listening merely requires passive physical channel reception of sounds
(D) There is fundamentally no practical or functional distinction between hearing and listening within organizational leadership structures

42. Effective communication skills for a Principal require a balance of assertion and empathy. 'Assertive communication' means:
(A) Dominating organizational conversations and aggressively forcing compliance through fear of disciplinary consequences
(B) Passively yielding to all subordinate demands primarily to prevent interpersonal workplace conflict
(C) Expressing needs and boundaries clearly without violating others' rights
(D) Indirectly manipulating informal grapevine communication networks to covertly enforce strict institutional rules

43. Which communication network provides the highest level of accuracy and fastest problem-solving in simple, routine tasks, though it is low on member satisfaction?
(A) The Circle network
(B) The All-channel network
(C) The Chain network
(D) The Wheel network

44. To ensure transparency and mitigate the spread of rumors during a critical period, such as a major change in the promotion policy, a Principal should primarily use:
(A) Direct formal channels like town-hall meetings and written orders
(B) Informal downward communication channels operated through selected department staff
(C) Diagonal inter-departmental communication networks utilized exclusively across administrative tiers
(D) The cluster pattern of grapevine communication among administrative personnel

45. Consider the following statements regarding the concept of "Channel Richness":
I. Face-to-face conversation is considered the richest communication channel.
II. Formal written reports have lower channel richness compared to telephone conversations.
III. Rich channels are best suited for routine, unambiguous messages.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

46. An Information Overload occurs when:
(A) The sender lacks the required technical vocabulary or linguistic skills to articulate the intended message effectively
(B) Information volume exceeds cognitive capacity, causing message loss
(C) The physical transmission channel or electronic network infrastructure breaks down completely during transmission
(D) The administrative organization has implemented extremely strict policies restricting all upward communication flows

47. "Kinesics" as a component of non-verbal communication refers to:
(A) Body language, gestures, posture, and facial expressions
(B) Vocal variations in tone, pitch, volume, and speech speed during verbal delivery
(C) The cultural perception, structuring, and management of time in social interactions
(D) The non-verbal management and utilization of physical space and interpersonal distance

48. During a Parent-Teacher Meeting, a Principal realizes that a parent from a specific cultural background considers direct eye contact as a sign of disrespect, while the Principal considers it a sign of honesty. This situation highlights a:
(A) Semantic barrier
(B) Physical barrier
(C) Cultural barrier
(D) Structural barrier

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33. The concept of 'Proxemics' in non-verbal communication, which can act as a cultural barrier, relates to:
(A) The strategic administrative use of time, including punctuality, scheduling, and pacing
(B) The vocal variations in pitch, tone, volume, and speech speed during spoken interactions
(C) The dynamic use of non-verbal facial expressions, eye contact, and bodily gestures
(D) The use of personal space and physical distance

34. Which among the following is the most effective strategy for a Principal to overcome semantic barriers when drafting official orders?
(A) Use highly complex legal terminology and authoritative phrasing to strongly assert administrative authority
(B) Rely exclusively on informal grapevine communication networks across departments to spread the required meaning
(C) Use clear, simple language tailored to staff comprehension
(D) Avoid translating official documentation into local languages to prevent any potential loss of original meaning

35. A Vice-Principal notices that junior teachers are hesitant to report classroom management issues due to fear of being judged as incompetent. To overcome this specific organizational barrier, the Principal should:
(A) Implement a comprehensive and much stricter administrative penal code for teachers who fail to maintain classroom control
(B) Maintain an open-door policy and supportive climate
(C) Route all formal professional communication strictly through senior departmental heads before administrative review
(D) Increase the physical distance and administrative separation between central management offices and active classrooms

36. Which of the following best defines 'Active Listening'?
(A) Merely hearing the words spoken by another individual without making any deliberate attempt to interrupt the speaker
(B) Mentally preparing one's counter-arguments or rebuttal while the other person is actively engaged in speaking
(C) Listening exclusively to explicit factual content while completely ignoring the emotional tone of the speaker
(D) Fully concentrating, understanding, responding, and remembering

37. Paraphrasing, a key technique in active listening, involves:
(A) Restating the message in one's own words to check understanding
(B) Repeating the exact spoken words of the primary speaker verbatim without any rephrasing
(C) Frequently asking structured closed-ended questions to force a definitive 'yes' or 'no' response
(D) Repeatedly interrupting the speaker during a conversation to correct minor grammatical mistakes

38. Identify the correct sequence of the four stages of effective active listening:
(A) Evaluating, Responding, Sensing, Organizing
(B) Responding, Interpreting, Evaluating, Sensing
(C) Sensing, Interpreting, Evaluating, Responding
(D) Interpreting, Evaluating, Sensing, Responding

39. Which of the following non-verbal cues is NOT typically associated with active listening?
(A) Checking one's watch or mobile phone
(B) Maintaining appropriate and steady eye contact
(C) Nodding head slightly to demonstrate ongoing comprehension
(D) Leaning body slightly forward toward the speaker to indicate interest

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40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Empathic listening is highly effective for a Principal when counseling a distressed student or teacher.
Reason (R): Empathic listening focuses on understanding the speaker's feelings and perspective without passing immediate judgment.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the

remains highly stable, structured, and predictable
(B) The Principal consistently shares all operational information openly through direct formal channels
(C) High levels of workplace ambiguity, anxiety, or impending change exist
(D) Subordinate employees have absolutely no informal social connections or personal interactions with each other

59. What is 'Meta-communication'?
(A) Official communication specifically regarding statutory service rules and legislative laws of the state
(B) The structured utilization of advanced ICT digital tools for broadcasting mass electronic mails
(C) High-level formal administrative communication conducted strictly within top executive management
(D) The implicit unstated meaning or non-verbal cues accompanying a message

60. A newly appointed Head of School implements a rule that any teacher wishing to speak to him must first submit a written request to the Vice-Principal, who will then decide if the matter is important enough to forward. Over time, teachers stop reporting minor disciplinary issues, which eventually escalate into a major crisis. This is a failure caused by:
(A) Rigid organizational structure and filtering
(B) Semantic barriers arising from ambiguous language
(C) Excessive administrative over-reliance on the grapevine
(D) Total lack of rich, direct communication channels

61. Poor retention is a psychological barrier to communication. Which of the following is the most practical managerial solution to mitigate poor retention of critical policy changes among staff?
(A) Formally penalizing or punishing staff members who frequently forget policy details
(B) Using written follow-ups and accessible policy manuals
(C) Relying entirely on informal verbal announcements delivered during morning assembly
(D) Significantly increasing the physical acoustic volume of the main speaker

62. Which of the following describes 'Ethnocentrism' as a barrier to cross-cultural communication?
(A) Believing one's own cultural norms are superior to others
(B) The strict physical separation of individuals belonging to distinctly different cultural groups
(C) The complete inability of staff to speak or comprehend the official administrative language of the state
(D) The behavioral tendency of employees to passively agree with whatever central management dictates

63. "Downward communication" in educational management generally focuses on all of the following EXCEPT:
(A) Submitting grievances and staff suggestions upward
(B) Providing explicit job rationales, operational instructions, and task directives
(C) Providing detailed evaluative feedback on individual and group performance
(D) Thoroughly explaining core administrative policies, guidelines, and procedures

64. Identify the cause-and-effect relationship that correctly matches a communication barrier with its organizational consequence:
(A) Cause: Active listening practices → Effect: Rapidly increased workplace rumor mongering
(B) Cause: High administrative channel richness → Effect: Extreme and systematic information filtering
(C) Cause: Semantic distortion → Effect: Misinterpreting departmental guidelines
(D) Cause: Empathic leadership responses → Effect: Heightened behavioral defensiveness in subordinates

65. The use of 'Suggestion Boxes' in schools is an institutional strategy primarily aimed at facilitating:
(A) Downward communication
(B) Horizontal communication
(C) Diagonal communication
(D) Upward communication

66. A principal addressing a group of parents from diverse socio-economic backgrounds uses the term "Formative Assessment competency mapping" repeatedly without explaining it. This will likely create a:

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readily available through formal channels, the psychological need to rely on informal rumor mills decreases.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Which communication pattern is characterized by all team members communicating with one central figure, but not with each other?
(A) The All-Channel network
(B) The Circle network
(C) The Wheel network
(D) The Cluster network

87. A 'Gossip' chain in informal communication implies that:
(A) One central individual non-selectively informs everyone
(B) Person A passes information to B, B to C, and C to D following a strict linear sequence
(C) Information is communicated completely at random to whichever individuals one happens to meet
(D) Sensitive information is selectively shared exclusively with a close circle of trusted personal friends

88. A Principal is addressing a highly agitated School Management Committee (SMC) meeting regarding a proposed fee hike. Which communication strategy is most appropriate to manage the conflict?
(A) Aggressively dominate the meeting by quoting formal financial rules while refusing to answer any member questions
(B) Abruptly walk out of the committee meeting as a power demonstration to forcefully assert administrative authority
(C) Intentionally use highly complex technical administrative jargon to confuse and disorient committee members
(D) Listen actively, acknowledge concerns, and present facts transparently

89. 'Inattention' as a barrier to communication falls under which broad category?
(A) Semantic barriers
(B) Psychological barriers
(C) Physical barriers
(D) Organizational barriers

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90. Which of the following defines 'Diagonal Communication'?
(A) A Hindi language teacher communicating directly with a Mathematics subject teacher to align cross-curricular lesson plans
(B) The school Principal issuing formal administrative directives and official policy orders to all serving Vice-Principals
(C) An assistant contacting the Principal directly, bypassing department heads
(D) A group of senior subject teachers informally discussing national political events during free time in the staff room

91. Arrange the following steps of the communication process in the logical sequence of an interaction between a Principal and a Teacher:
I. The teacher interprets the instruction.
II. The Principal conceptualizes an idea for a new timetable.
III. The teacher nods and confirms understanding.
IV. The Principal drafts an email.
V. The email is transmitted over the school's internet network.
Which of the following represents the correct sequence?
(A) II, IV, V, I, III
(B) II, V, IV, III, I
(C) IV, II, V, I, III
(D) II, IV, I, V, III

92. What is the most likely effect of a highly rigid, tall organizational hierarchy on downward communication?
(A) Message distortion and delay occur through multiple filtering levels
(B) The transmitted message becomes extraordinarily precise, clear, and personalized for every staff member
(C) Upward communication and employee feedback channels are significantly enhanced across departments
(D) Informal grapevine communication networks across all administrative tiers are completely eliminated

93. Which of the following is NOT a psychological barrier to communication?
(A) Pre-existing distrust of the communicator
(B) Status in hierarchy
(C) Poor retention capacity of the receiver

(D) Empathic active listening

76. In organizational communication, 'Redundancy' (in a positive sense) refers to:
(A) Using multiple channels to ensure a message is understood
(B) Terminating employment of excess staff members suspected of spreading workplace rumors
(C) Systematically using excessively long narrative paragraphs in official administrative circulars
(D) The continuous repetitive acoustic or environmental noise that severely distorts a transmitted message

77. Which of the following is the best example of a Principal managing the 'Grapevine' effectively?
(A) Strictly banning all informal staff conversations and social interactions in common staff rooms
(B) Sharing accurate facts with key informal network influencers
(C) Issuing formal administrative disciplinary warnings to any staff member caught engaging in gossip
(D) Completely ignoring the informal grapevine under the assumption that it falls outside official jurisdiction

78. A 'Closed Mind' is considered a psychological barrier because:
(A) Physical office doors remaining consistently locked during operational hours
(B) Holding rigid views and rejecting contradicting information
(C) The administrative organization maintaining strictly centralized top-down decision-making
(D) Official messages being intentionally drafted using highly specialized technical jargon

79. When an employee is hesitant to communicate bad news to the Principal for fear of a negative reaction, this phenomenon is often referred to as the:
(A) MUM effect
(B) Halo cognitive effect
(C) Hawthorne behavioral effect
(D) Pygmalion expectancy effect

80. Consider the following characteristics of effective communication skills for Principals:
I. Utilizing clear and concise language
II. Adapting the communication style to suit the audience
III. Relying heavily on emotional outbursts to motivate staff
IV. Providing constructive and timely feedback
Which of the above statements are correct?
(A) I, II and IV only
(B) I, III and IV only
(C) II, III and IV only
(D) I, II, III and IV

81. In an educational institution, the primary purpose of 'Crisis Communication' is to:
(A) Swiftly assign administrative blame to subordinate employees to deflect public criticism
(B) Deliberately withhold and hide operational facts until a permanent technical solution is developed
(C) Strategic utilization of the informal grapevine network to leak unverified unofficial information
(D) Provide timely, accurate information to maintain trust

82. Which of the following barriers is created when a school administration uses an outdated public address system that crackles and distorts sound during morning assembly?
(A) Cultural barrier
(B) Psychological barrier
(C) Physical barrier
(D) Semantic barrier

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83. The rule of '7 Cs of Communication' includes all of the following EXCEPT:
(A) Clarity
(B) Coercion
(C) Conciseness
(D) Completeness

84. "Feedback" is least effective when it is:
(A) Delivered in a timely manner
(B) Highly specific and behavior-oriented
(C) Structured as two-way and constructive
(D) Delayed and general

85. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Transparent formal communication by the Head of School reduces the negative impact of grapevine rumors.
Reason (R): When reliable information is

ANSWERS

1. (D) To make common or share
The term communication originates from the Latin word communis, which literally translates to making common or sharing. In an organizational or educational setting, this underlying concept emphasizes that true communication involves establishing a common understanding between the sender and the receiver, rather than merely transmitting isolated data or issuing unilateral operational directives.

2. (C) It facilitates the execution of POSDCORB elements by coordinating human efforts
Communication forms the primary operational backbone of educational administration by seamlessly connecting various functions of school management. The administrative framework known as POSDCORB relies fundamentally on effective communication to coordinate personnel, delegate responsibilities, plan academic activities, and direct institutional goals. Without continuous information flow, organizational elements cannot align to achieve desired educational outcomes.

3. (B) It is strictly a downward, one-way process in a formal hierarchy
Effective organizational communication is inherently a continuous, dynamic, two-way process that flows in multiple directions, including upward, downward, horizontal, and diagonal paths. Restricting communication to a strictly downward, one-way mechanism prevents crucial feedback, impedes mutual understanding, and creates administrative blind spots, thereby directly opposing the fundamental characteristics required for effective institutional functioning.

4. (A) II, I, VI, IV, III, V
The classic communication process follows a systematic sequential path to ensure successful message transmission. The cycle begins with the sender, who encodes the intended thoughts into a clear message. This message is then transmitted through an appropriate channel to reach the receiver, who finally decodes the information to interpret its meaning and formulate an appropriate response.

5. (A) Converting an idea into meaningful symbols, words, or gestures
Encoding is the vital initial stage of the communication model where the sender translates abstract internal thoughts, ideas, or intentions into a structured format. This involves selecting suitable linguistic terms, visual symbols, or non-verbal gestures so that the intended message can be physically transmitted through a channel and accurately understood by the target receiver.

6. (C) Message
In the basic communication framework, the message represents the actual physical or symbolic content formulation produced by the sender. When official instructions or administrative guidelines are drafted into a written circular, that written document embodies the specific information, ideas, and directives intended for transmission, making it the central message within the overall administrative interaction.

7. (A) The medium through which the encoded message is transmitted
A communication channel serves as the physical, electronic, or visual medium through which an encoded message travels from the sender to the receiver. Selection of an appropriate channel, such as formal notices, digital mail, or face-to-face meetings, determines the speed, clarity, and effectiveness with which information reaches its intended audience in an organization.

8. (D) The receiver
Decoding is the cognitive process by which the recipient of a message interprets and extracts meaning from the received symbols, words, or gestures. Because decoding occurs within the mind of the target individual or group, the responsibility for successfully converting transmitted signals back into meaningful ideas rests entirely with the receiver during the communication cycle.

9. (B) It converts a one-way transmission into a two-way process, confirming understanding
Feedback is essential in administrative communication because it informs the sender whether the message was received,

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(D) Premature evaluation of incoming messages

94. To ensure that an urgent directive regarding school safety protocols is unambiguously understood by all Class IV employees (support staff), the Principal should ideally:
(A) Post a formal English language notification circular on the school's official public website
(B) Conduct a face-to-face local language briefing with pictorial handouts
(C) Send an official mass email to all support staff expecting them to independently read and translate it
(D) Rely informally on the head clerk to verbally pass down the message whenever administrative time permits

95. A Principal rolls out a complex new pedagogy policy mandated by the Directorate. The teachers are confused but do not ask questions because the Principal has a reputation for snapping at those who "don't pay attention." This communication failure is primarily driven by:
(A) Psychological fear and closed climate blocking feedback
(B) Semantic barriers stemming from ambiguous technical jargon
(C) Total structural absence of appropriate physical transmission channels
(D) Extreme information overload experienced by teaching staff

96. Given below are two lists: List I and List II. Match List I with List II:
List I: (Communication Network)
P. Chain Network
Q. Wheel Network
R. All-Channel Network
List II: (Characteristic)
1. Follows strict formal scalar chain; moderate speed
2. Fast and highly centralized; one person coordinates
3. Decentralized; highest member satisfaction; complex problem solving
Select the correct answer from the options given below:
(A) P-1, Q-2, R-3
(B) P-2, Q-3, R-1
(C) P-3, Q-1, R-2
(D) P-1, Q-3, R-2

97. The concept of 'Noise' in the communication process can occur at:
(A) The initial message encoding stage only
(B) The channel transmission stage only
(C) The final message decoding stage only
(D) Any communication stage

98. Why does diagonal communication sometimes become necessary in a school organization, despite violating the scalar chain principle?
(A) To systematically bypass the school Principal and undermine administrative authority
(B) To legally fulfill statutory disclosure mandates of the Right to Information Act provisions
(C) To enable rapid coordination and bypass vertical delays
(D) To deliberate establish informal grapevine communication networks among enrolled students

99. Identify the INCORRECT pair of communication barriers:
(A) Highly specialized technical jargon — Semantic Barrier
(B) Badly expressed message — Organizational Barrier
(C) Deep personal prejudice — Psychological Barrier
(D) Physical distance — Physical Barrier

100. When a Principal consistently maintains an 'open door policy', it fundamentally serves to reduce which specific type of communication barrier?
(A) Complex semantic and specialized language barriers
(B) Deeply rooted cross-cultural translation barriers
(C) Highly technical message encoding barriers
(D) Physical distance and status barriers

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(A) Physical barrier
(B) Status barrier
(C) Semantic barrier
(D) Spatial barrier

67. Which of the following is NOT an attribute of an effective communicator in a leadership role?
(A) Congruence between verbal and non-verbal messages
(B) Tendency to dominate conversations and interrupt feedback
(C) Capability to tailor the message to the audience
(D) Openness to adjusting one's view based on active listening

68. The "Shannon-Weaver Model" of communication is fundamentally important because it was one of the first models to introduce the concept of:
(A) The internal psychological and emotional state of the message receiver
(B) The broader socio-cultural context governing organizational communication
(C) The formal administrative scalar chain operating within bureaucratic structures
(D) Noise and interference in transmission channels

69. 'Defensiveness' is a psychological barrier that occurs when the receiver:
(A) Perceives the message as a threat to their self-concept
(B) Feels physically threatened or unsafe within the immediate workplace environment
(C) Cannot properly hear the spoken message due to severe background acoustic noise
(D) Completely fails to comprehend the specific primary language spoken by the sender

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Maintaining congruence between verbal statements and non-verbal body language is crucial for a Principal.
Reason (R): When verbal and non-verbal messages conflict, receivers tend to trust the non-verbal cues more.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. The phrase "Actions speak louder than words" highlights the importance of which aspect in organizational communication?
(A) Non-verbal actions and behavioral integrity
(B) Formal written administrative memorandums and circulars
(C) Informal grapevine communication networks in schools
(D) Semantic clarity and precise language choices

72. Which of the following represents an "action-oriented" approach to overcoming communication barriers?
(A) Relying strictly on one-way top-down communication
(B) Refusing to use technology in communication
(C) Categorizing employees based on their cultural backgrounds to restrict interaction
(D) Encouraging mutual trust and two-way feedback mechanisms

73. A Principal creates cross-functional committees comprising teachers from science, arts, and physical education departments to plan the annual day function. This administrative move primarily encourages:
(A) Upward reporting communication
(B) Horizontal communication
(C) External institutional communication
(D) Downward administrative communication

74. If a message is highly complex and non-routine, the most appropriate medium to ensure understanding, according to media richness theory, is:
(A) A bulk email
(B) A physical circular posted on the notice board
(C) A face-to-face meeting
(D) An anonymous letter

75. During an appraisal meeting, a teacher becomes visibly upset while discussing a challenging class. The Principal stops taking notes, leans forward, maintains eye contact, and says, "It sounds like you are feeling overwhelmed by the behavioral issues in that class. Tell me more." The Principal is demonstrating:
(A) Aggressive authoritative communication
(B) Selective cognitive perception
(C) Semantic decoding and interpretation

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accurately interpreted, and understood as intended. By generating a reverse response loop, feedback transforms a static one-way transmission into an interactive two-way exchange, allowing administrators to verify operational comprehension and correct any misunderstandings before execution.

10. (A) Both A and R are true and R is the correct explanation of A
Feedback confirms whether institutional messages have been correctly received and interpreted according to administrative intent. Without this critical reverse mechanism, administrative communication remains an open-loop process vulnerable to misinterpretation. Thus, feedback is indispensable for validating mutual understanding, ensuring that administrative commands are properly executed, and completing the communication cycle within school management systems.

11. (D) Any factor that interferes with the transmission or understanding of a message
In communication theory, noise encompasses any internal or external factor that disrupts, distorts, or obscures the clear transmission, reception, or decoding of a message. It can manifest physically, semantically, psychologically, or organizationally. Any element that prevents the receiver from capturing the exact meaning intended by the sender is classified as noise.

12. (A) Physical noise
Physical noise consists of environmental factors and technological impairments that disrupt the physical medium or channel through which information is transmitted. Sudden connectivity drops, poor network bandwidth, audio breaking, or background acoustic disturbances represent tangible external interferences that directly block the clear reception of spoken words, thereby acting as classic forms of physical noise in communication.

13. (B) Decoding — Converting ideas into symbols by the sender
Decoding is the cognitive task performed by the receiver to interpret and extract meaning from transmitted messages, whereas converting personal ideas into symbolic language before transmission is termed encoding and is performed by the sender. Mistaking decoding for the sender's encoding process reverses the functional responsibilities assigned to key elements within the standard communication model.

14. (B) The Principal issuing guidelines to teachers regarding the PM POSHAN scheme
Downward communication follows the formal administrative scalar chain, moving from higher management tiers down to subordinate levels. When a school Principal issues policy instructions, administrative directives, or official guidelines to teaching staff regarding government schemes, the message flows downward from authority to subordinates to instruct, guide, and align institutional actions with formal policy requirements.

15. (B) II and III only
Upward communication flows from subordinates to administrative superiors, serving as a vital channel for feedback, operational grievances, progress reports, and staff suggestions. However, it often suffers from filtering because subordinates may alter or withhold negative operational news. Transmitting top-down rules, policies, and procedures is a feature of downward communication rather than upward communication.

16. (C) Coordinating activities among peer teachers across departments
Horizontal or lateral communication takes place between individuals operating at equivalent structural levels within an organization. In an educational setting, peer teachers across various academic departments utilize horizontal channels to collaborate on interdisciplinary projects, synchronize curriculum delivery, share teaching strategies, and foster teamwork without needing to route routine peer coordination through administrative superiors.

17. (D) Communication occurs between different hierarchical levels across departments
Diagonal communication cuts across both vertical hierarchy and departmental boundaries, enabling employees at different organizational levels in separate departments to interact directly. This channel enhances speed, improves inter-departmental efficiency, and facilitates rapid problem-solving when strict adherence to the formal administrative scalar chain would introduce unnecessary operational delays during urgent task execution.

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18. (C) The grapevine
The grapevine is the informal, unofficial communication network that exists alongside formal administrative structures in every organization. Built upon personal social ties, shared interests, and spontaneous workplace interactions, it carries information, rumors, and opinions rapidly across administrative levels without following established scalar chains or receiving official authorization from organizational management.

19. (B) It creates a legally binding record of the communication
Informal grapevine networks function through spontaneous verbal exchanges, casual conversations, and social interactions rather than authorized written documentation. Consequently, grapevine communication lacks official authorization and fails to generate any legally binding records, statutory documentation, or enforceable administrative paper trails, distinguishing it entirely from formal administrative communications within institutional organizational management.

20. (A) I, II and IV only
Informal grapevine communication follows distinct structural patterns. A single-strand network moves sequentially from person to person, a gossip network involves one individual broadcasting indiscriminately to everyone, and a cluster network features key individuals selectively sharing information with small groups. Probability networks operate strictly on random selection rather than departmental seniority or formal hierarchical status.

21. (A) Cluster network
In a cluster grapevine network, information is intentionally shared with specific, trusted individuals who subsequently disseminate it to selected groups of peers. Administrators often observe or utilize cluster networks to test organizational reactions to potential policy changes, as key communicators function as influential information hubs capable of filtering and spreading information selectively throughout the workforce.

22. (C) Hold a staff meeting to provide factual information on working hours
When workplace rumors generate widespread anxiety and disruption, the most effective administrative response is providing clear, verified facts through direct formal channels. Addressing the staff directly in an open meeting dispels false assumptions, eliminates information voids that sustain rumors, restores organizational trust, and ensures accurate comprehension of actual policies across the school community.

23. (A) Language, vocabulary, and word interpretation issues
Semantic barriers arise directly from difficulties in encoding and decoding language symbols. Differences in vocabulary, regional dialects, ambiguous phrasing, technical jargon, or words carrying multiple interpretations prevent the receiver from understanding the precise meaning intended by the sender, thereby disrupting cognitive message clarity within institutional interactions regardless of the physical medium.

24. (D) Unclarified assumptions and vague terms
Communication breakdown occurs when statements rely on imprecise language or unstated assumptions, leaving room for divergent individual interpretations. Phrases like "handle appropriately" lack objective operational definitions. When sender and receiver hold different implicit expectations regarding such vague terminology, the resulting actions deviate significantly from the administrator's original policy intentions due to semantic ambiguity.

25. (A) Both A and R are true and R is the correct explanation of A
Technical jargon and specialized administrative acronyms create semantic barriers when used with non-specialist audiences such as parents. Because lay individuals lack professional familiarity with educational management terminology, they cannot accurately decode complex administrative phrasing. Simplifying language aligns message symbols with the audience's vocabulary, thereby overcoming semantic distortion and ensuring mutual institutional understanding.

26. (C) Premature evaluation of the message by a biased listener
Psychological or emotional barriers arise directly from the listener's internal mental state, pre-existing cognitive biases, personal attitudes, and emotional reactions. Premature evaluation occurs when a listener judges, distorts, or dismisses a message before fully receiving or processing the complete information, thereby

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allowing personal cognitive bias to interfere directly with objective message comprehension and mutual understanding.

27. (D) Selective perception
Selective perception is a psychological filtering mechanism where individuals process incoming communications through their personal beliefs, background, and expectations. Receivers systematically screen out information that contradicts their established views while accepting only details that confirm existing cognitive frameworks, resulting in distorted decoding and incomplete understanding of administrative messages within educational organizations.

28. (A) A highly centralized organizational structure facilitates free and fast upward communication
Centralized organizational structures feature multiple hierarchical layers and strict controls that restrict, delay, or distort upward communication. Subordinates in highly centralized systems face structural hurdles, formal procedures, and status distance that discourage open feedback, contrary to decentralized management structures where direct, transparent, and multi-directional communication pathways are actively supported across administrative departments.

29. (B) Sender's manipulation of information to make it seem favorable
Filtering involves the deliberate or selective manipulation of information by a sender before passing it along to superiors or peers. Driven by fear of negative reactions, status preservation, or political motives, the communicator alters, condenses, or omits unfavorable facts so that the transmitted message appears more positive or palatable to organizational management.

30. (B) Organizational barriers
Factors such as information overload, formal status differentials, complex institutional hierarchies, rigid policies, and inadequate communication infrastructure stem directly from structural administrative arrangements. These operational attributes are categorized as organizational barriers because they originate from system designs, administrative protocols, and structural hierarchies that impede effective information flow throughout an institution.

31. (A) Pre-existing mistrust between the Principal and the staff
Physical barriers are tangible environmental or spatial impediments, such as closed doors, long distances, architectural layouts, or acoustic noise, that physically interfere with message transmission. Pre-existing mistrust between management and staff is a psychological or interpersonal barrier rooted in emotional perception, cognitive attitudes, and organizational climate rather than concrete environmental conditions.

32. (C) Gestures, eye contact, and tone are interpreted differently across backgrounds
Cultural barriers occur when individuals from diverse socio-cultural backgrounds assign divergent meanings to non-verbal behaviors, body language, facial expressions, vocal tone, or eye contact. Because distinct cultural norms dictate appropriate interpersonal interaction, subtle variations in non-verbal signals can easily lead to severe misinterpretation, administrative confusion, or unintended offense during cross-cultural organizational communication.

33. (D) The use of personal space and physical distance
Proxemics is the study of how human beings structure, perceive, and utilize physical space and interpersonal distance during communication. Spatial zones communicate status, intimacy, or formality. Because different cultures hold varying comfort levels regarding physical proximity, misjudging spatial distance can create discomfort or act as a subtle cultural barrier in administrative relationships.

34. (C) Use clear, simple language tailored to staff comprehension
Overcoming semantic barriers requires administrators to select plain, precise language and eliminate ambiguous phrasing or unnecessary technical jargon. Tailoring administrative notices to the recipient's background and understanding ensures that the encoded symbols correspond accurately with the receiver's linguistic decoding capacity, thereby establishing clear mutual understanding across the entire organizational workforce.

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35. (B) Maintain an open-door policy and supportive climate
Subordinates often withhold operational difficulties when they fear negative administrative evaluations or punitive actions. To overcome this organizational barrier, school leadership must cultivate a supportive, psychological safety-oriented climate. Implementing accessible communication channels, such as an open-door policy, reduces status distance, encourages upward transparency, and allows staff to seek professional guidance without anxiety.

36. (D) Fully concentrating, understanding, responding, and remembering
Active listening is a structured, purposeful cognitive effort that extends beyond passive physical hearing. It demands total concentration on the speaker's verbal and non-verbal cues, accurate mental processing of information, appropriate non-verbal or verbal responses to confirm reception, and retainment of key details for future professional engagement and problem resolution.

37. (A) Restating the message in one's own words to check understanding
Paraphrasing is an essential active listening technique where the receiver reformulates the core message into their own words and reflects it back to the speaker. This practice verifies mutual comprehension, clarifies potential misunderstandings, and signals to the speaker that their thoughts are being thoughtfully processed rather than merely heard without mental engagement.

38. (C) Sensing, Interpreting, Evaluating, Responding
The active listening model progresses systematically through four defined cognitive stages. The listener first physically senses the incoming auditory and visual signals, then interprets their symbolic meaning, subsequently evaluates the logical content and emotional context, and finally responds appropriately to complete the communication feedback loop within institutional administrative interactions.

39. (A) Checking one's watch or mobile phone
Non-verbal behavior during active listening should communicate sustained attention, respect, and interest. Gestures like maintaining eye contact, leaning forward, and head nodding reassure the speaker. Conversely, checking a watch or mobile phone signals distraction, impatience, and disinterest, acting as a disruptive non-verbal barrier that undermines rapport and breaks effective listening engagement.

40. (A) Both A and R are true and R is the correct explanation of A
Empathic listening involves understanding a speaker's internal feelings, perspectives, and underlying concerns without interjecting immediate personal judgment or advice. When institutional leaders engage in empathic listening during sensitive counseling sessions, they build deep interpersonal trust, diffuse emotional distress, and create a safe environment that encourages open, honest dialogue between administrators and staff.

41. (B) Hearing is passive physiological sensing; listening is active cognitive interpretation
Hearing is a passive, physiological process involving the reception of sound waves by the physical ear structure without requiring deliberate mental effort. In contrast, listening is an active, cognitive process that demands focused concentration, interpretation, evaluation, and synthesis of verbal signals to extract precise meaning and foster true mutual understanding.

42. (C) Expressing needs and boundaries clearly without violating others' rights
Assertive communication is a balanced communication style wherein individuals articulate their professional rights, expectations, personal needs, and administrative boundaries directly, honestly, and confidently. Unlike aggressive communication which dominates others or passive styles which surrender boundaries, assertiveness preserves mutual respect, fosters open workplace dialogue, and resolves complex operational conflicts constructively.

43. (D) The Wheel network
The Wheel communication network is a highly centralized structure where all information flows through a single central leader. This central position enables fast transmission and high operational accuracy for routine tasks. However, because peripheral team members are restricted from communicating directly with each other, overall member satisfaction within a Wheel network remains relatively low.

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44. (A) Direct formal channels like town-hall meetings and written orders
Mitigating rumors and eliminating ambiguity during major institutional policy changes requires direct, authoritative, and accessible communication channels. Conducting open staff meetings combined with official written orders provides high channel richness, allows real-time clarification, ensures uniform message delivery, and prevents misinformation from taking root within informal organizational grapevine networks during transitions.

45. (A) I and II only
Media richness theory evaluates channels based on their capacity to convey multiple non-verbal cues, provide immediate feedback, and personalize interactions. Face-to-face communication is the richest channel, whereas formal written reports possess low richness. Lean channels, rather than rich channels, are optimal for routine, unambiguous messages because they provide clear efficiency without unnecessary complexity.

46. (B) Information volume exceeds cognitive capacity, causing message loss
Information overload occurs when the volume, velocity, or complexity of incoming communications exceeds a receiver's mental processing capacity. In educational management settings, presenting excessive administrative directives simultaneously causes cognitive fatigue, forcing staff to drop, ignore, or misinterpret vital policy details, which severely diminishes overall organizational communication efficiency and administrative performance.

47. (A) Body language, gestures, posture, and facial expressions
Kinesics is the scientific study of non-verbal communication conveyed through body movement, gestures, postures, facial expressions, and eye behavior. In institutional settings, kinesics provides critical non-verbal contextual cues that reinforce or contradict spoken messages, allowing listeners to gauge emotional states, sincerity, authority, and engagement levels during administrative interactions.

48. (C) Cultural barrier
Differing interpretations of non-verbal cues such as direct eye contact stem from distinct socio-cultural norms. While some cultures view direct eye contact as an expression of honesty and attentiveness, others interpret it as disrespectful or confrontational. Unawareness of these varied social norms generates a cultural barrier that impairs effective cross-cultural communication.

49. (D) Eliminating all informal communication networks (grapevine) using punitive measures
Informal communication networks emerge naturally within any social organization and cannot be completely eliminated through administrative threats or punitive actions. Attempting to suppress the grapevine creates resentment, drives communication further underground, and destroys workplace trust. Instead, effective educational administrators guide and supplement informal networks by maintaining transparent, rich, and accessible formal channels.

50. (C) Semantic barriers
Factors including poor vocabulary, inaccurate translations, ambiguous words with multiple meanings, and unclarified technical jargon relate directly to language formulation and symbolic interpretation. These elements impede understanding at the encoding and decoding stages, distorting the intended meaning of messages and categorizing them as classic semantic barriers within organizational communication frameworks.

51. (B) Self-awareness and interpersonal relations
The Johari Window is a widely recognized cognitive framework designed to enhance self-awareness, mutual understanding, and interpersonal dynamics within groups. By analyzing information across four quadrants based on whether it is known or unknown to oneself and others, individuals and educational leaders can systematically improve communication transparency and team cohesion.

52. (D) Information known to others but unknown to self
In the Johari Window framework, the Blind Spot quadrant represents behaviors, habits, attitudes, or blind spots that are perceived by colleagues and subordinates but remain unrecognized by the individual. Reducing this blind spot requires actively soliciting constructive performance feedback from others, thereby expanding personal self-awareness and improving professional interpersonal relationships.

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effective educational leadership. When verbal messages conflict with facial expressions, posture, or tone of voice, receivers instinctively prioritize non-verbal signals over spoken words. Thus, alignment between verbal and non-verbal behaviors builds credibility, reinforces message clarity, and fosters trust among staff.

71. (A) Non-verbal actions and behavioral integrity
The adage emphasizing that actions speak louder than words highlights the significance of non-verbal behavior and operational integrity in organizational setting. Employees evaluate leaders based on their concrete administrative decisions and conduct rather than verbal promises. Behavioral consistency reinforces leadership credibility and serves as a powerful form of non-verbal communication within institutional environments.

72. (D) Encouraging mutual trust and two-way feedback mechanisms
Overcoming organizational communication barriers requires active managerial intervention. Fostering a workplace environment grounded in mutual trust and establishing open two-way feedback mechanisms directly addresses structural, psychological, and status barriers. These active measures encourage upwards transparency, facilitate continuous feedback, minimize filtering, and improve mutual understanding across all institutional operational administrative levels.

73. (B) Horizontal communication
Establishing cross-functional committees comprising peer teachers from diverse academic disciplines actively promotes horizontal or lateral communication. This administrative arrangement connects personnel operating at similar hierarchical levels across departmental boundaries, encouraging interdisciplinary collaboration, continuous peer sharing, resource coordination, and collective problem-solving necessary for organizing complex institutional events effectively in school management.

74. (C) A face-to-face meeting
Media richness theory posits that ambiguous, novel, or highly complex messages require rich communication channels. Face-to-face interactions represent the richest communication medium because they provide immediate verbal feedback, capture non-verbal cues, enable emotional resonance, and allow real-time mutual clarification, making direct meetings optimal for navigating complex or sensitive organizational decisions.

75. (D) Empathic active listening
Demonstrating empathic active listening involves setting aside administrative distractions, maintaining supportive eye contact, leaning forward, and verbally reflecting the emotional state of the speaker. By acknowledging feelings and paraphrasing underlying concerns, an administrator validates the individual's experience, reduces emotional distress, and creates a safe psychological environment for joint problem resolution.

76. (A) Using multiple channels to ensure a message is understood
In organizational communication, positive redundancy refers to the strategic practice of reinforcing a core message through multiple complementary channels. For example, issuing a written circular followed by a verbal briefing ensures that information is retained, reduces decoding ambiguity, and guarantees that crucial administrative policy directives reach all target recipients clearly.

77. (B) Sharing accurate facts with key informal network influencers
Managing the informal grapevine effectively requires administrators to integrate it into their overall communication strategy rather than attempting impossible suppression. By sharing accurate, timely facts with key informal opinion leaders across departments, administrators leverage existing informal social channels to correct rumors, neutralize misinformation, and disseminate reliable administrative information rapidly throughout the organization.

78. (B) Holding rigid views and rejecting contradicting information
A closed mind operates as a cognitive psychological barrier where an individual maintains rigid personal views and actively rejects new ideas, feedback, or evidence that contradicts established beliefs. This mental rigidity impairs objective message evaluation, stops effective active listening, and prevents meaningful interactive dialogue between administrators, teachers, and staff members.

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up emails, and accessible operational policy manuals, allowing employees to reference critical administrative guidelines continuously over extended periods.

62. (A) Believing one's own cultural norms are superior to others
Ethnocentrism is the psychological tendency to evaluate other cultural groups based on the standards and values of one's own culture, viewing one's own cultural practices as superior. In organizational settings, ethnocentrism creates strong cultural barriers, generating bias, prejudice, and misinterpretations that hinder effective intercultural communication and smooth administrative workplace collaboration.

63. (A) Submitting grievances and staff suggestions upward
Downward communication flows vertically from top management to subordinate levels, focusing on issuing administrative directives, explaining job rationales, outlining institutional policies, and providing performance evaluations. Submitting employee grievances, operational feedback, and staff suggestions represents an upward communication process flowing from subordinates back to senior institutional administrative leadership.

64. (C) Cause: Semantic distortion → Effect: Misinterpreting departmental guidelines
Semantic distortion occurs when ambiguous words, unclarified technical terminology, or poor phrasing alter the intended meaning during encoding or decoding. The direct organizational consequence of semantic distortion is that employees misinterpret official directives, operational manuals, or departmental guidelines, leading to administrative errors and execution that deviates from original policy objectives.

65. (D) Upward communication
Suggestion boxes serve as an established administrative mechanism to enable upward communication within an organization. They provide subordinates, teachers, and staff with an accessible, non-threatening channel to transmit feedback, constructive ideas, and operational concerns directly to school leadership without fear of hierarchical filtering, status bias, or immediate personal workplace confrontation.

66. (C) Semantic barrier
Using highly technical pedagogical terminology or administrative jargon without explanatory context when speaking to non-specialist audiences creates a semantic barrier. Because parents possess different linguistic backgrounds and lack professional educational terminology, abstract technical terms disrupt effective message decoding, preventing clear comprehension and generating cognitive confusion regarding the communicated institutional policy.

67. (B) Tendency to dominate conversations and interrupt feedback
Effective administrative leadership requires active listening, message adaptability, interpersonal empathy, and open feedback channels. Dominating organizational conversations and repeatedly interrupting feedback blocks upward communication, discourages employee participation, and creates an authoritative environment. Such behaviors directly violate established principles of effective leadership communication within school and institutional management systems.

68. (D) Noise and interference in transmission channels
The Shannon-Weaver model of communication introduced a fundamental theoretical framework conceptualizing information transmission. It was among the first models to systematically incorporate the concept of noise, defining it as any external disruption or channel interference that distorts the transmitted signal between the information source and the intended receiver during processing.

69. (A) Perceives the message as a threat to their self-concept
Defensiveness is a psychological barrier that manifests when an individual perceives an incoming message, directive, or feedback as a threat to their self-esteem, professional competence, or personal identity. When defensive, receivers shift focus from decoding objective factual content to formulating self-protective rebuttals, thereby hindering effective communication and mutual problem resolution.

70. (A) Both A and R are true and R is the correct explanation of A
Maintaining consistency between spoken statements and non-verbal cues is essential for

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53. (A) Increase self-disclosure and actively solicit staff feedback
Expanding the Open Area in the Johari Window model requires two complementary communication behaviors: increasing self-disclosure and actively seeking feedback. By transparently sharing administrative visions, boundaries, and intentions while remaining receptive to constructive feedback from teaching staff, an administrator systematically minimizes both the hidden and blind quadrants, fostering workplace trust.

54. (C) Empathy — Experiencing and understanding the emotional state and perspective of another person
Empathy is the core psychological capability to accurately perceive, understand, and share the internal emotions and operational perspectives of another individual. In organizational leadership, practicing empathy allows administrators to appreciate staff challenges, build genuine interpersonal connections, diffuse potential workplace friction, and respond thoughtfully to human concerns without making judgmental assumptions.

55. (A) Both A and R are true and R is the correct explanation of A
Premature evaluation acts as a major barrier because when a listener forms immediate conclusions before a message is completely delivered, active listening stops. Jumping to premature conclusions causes the recipient to miss critical context, misinterpret key operational details, and formulate defensive counter-arguments, which directly degrades overall communication quality within administrative interactions.

56. (D) Time in non-verbal communication
Chronemics is the scientific study of how time is structured, perceived, and utilized as a non-verbal element in human communication. Punctuality, pacing, scheduling, and response delays convey subtle non-verbal signals regarding authority, status, priority, and respect, making chronemics an important non-verbal communication component within formal educational organizational management structures.

57. (B) Assertive
An assertive communication style balances clear expression of rights, rules, and administrative expectations with respectful listening and empathy toward others. In school management, assertiveness encourages transparent dialogue, prevents passive resentment or aggressive hostility, and provides a constructive framework for resolving operational conflicts through collaborative problem-solving among institutional educational staff members.

58. (C) High levels of workplace ambiguity, anxiety, or impending change exist
Informal grapevine networks become exceptionally active during periods characterized by high organizational ambiguity, threat, or unannounced operational changes. When formal communication channels fail to provide complete, prompt, or transparent information, staff experience heightened anxiety, prompting them to rely heavily on informal networks to fill information voids and satisfy psychological needs.

59. (D) The implicit unstated meaning or non-verbal cues accompanying a message
Meta-communication refers to the secondary, underlying meaning conveyed alongside a primary message through tone of voice, body language, facial expressions, and contextual cues. It essentially communicates "communication about communication," providing implicit signals that guide the receiver on how to interpret, evaluate, and react to the explicit verbal words spoken by the sender.

60. (A) Rigid organizational structure and filtering
Introducing rigid administrative layers and mandatory intermediary checks creates extreme structural barriers in communication. Information passed through multiple hierarchical levels undergoes severe filtering and transmission delay, discouraging subordinates from reporting early operational issues. Consequently, minor workplace problems remain hidden from leadership until they escalate into severe organizational administrative crises.

61. (B) Using written follow-ups and accessible policy manuals
Poor retention is a psychological barrier caused by memory decay, cognitive overload, or selective forgetting. To counter memory limitations, administrative communication should complement verbal briefings with permanent written documentation, such as circulars, follow-

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79. (A) MUM effect
The MUM effect (Keeping Mum about Undesirable Messages) refers to the psychological reluctance of employees to communicate unfavorable news, errors, or bad news up the hierarchy due to fear of provoking negative administrative reactions. This phenomenon severely filters upward communication, leaving administrators uninformed about critical operational vulnerabilities until significant problems arise.

80. (A) I, II and IV only
Effective administrative communication skills involve selecting precise, accessible language, adapting message delivery to match specific target audiences, and providing timely, constructive feedback. In contrast, relying on uncontrolled emotional outbursts damages professional credibility, creates a hostile organizational climate, and acts as a psychological barrier that degrades effective institutional professional working relationships.

81. (D) Provide timely, accurate information to maintain trust
The central objective of crisis communication within educational leadership is to deliver rapid, accurate, and transparent information to all stakeholders during emergency situations. Maintaining clear communication channels during crises dispels harmful rumors, minimizes anxiety, preserves public confidence, ensures safety compliance, and protects core institutional integrity and essential stakeholder trust.

82. (C) Physical barrier
Physical barriers stem directly from concrete environmental or mechanical disruptions that interfere with signal transmission across communication channels. Faulty audio equipment, static interference, poor room acoustics, or malfunctioning public address systems physically distort acoustic signals, preventing the auditory message from reaching receivers clearly during institutional gatherings.

83. (B) Coercion
The classic 7 Cs of effective communication framework includes Clarity, Conciseness, Completeness, Correctness, Concreteness, Courtesy, and Consideration. Coercion relies on forceful threats or physical intimidation to command compliance, directly opposing effective communication principles that emphasize mutual respect, clarity, empathy, and constructive interpersonal dialogue within administrative systems.

84. (D) Delayed and general
Administrative feedback is least effective when it is delayed and framed in broad, vague terms. To guide performance improvement and behavior modification effectively, feedback must be delivered in a timely manner and maintain specific, behavior-focused clarity. Delayed and general comments fail to provide actionable insights, leaving employees confused about expectations.

85. (A) Both A and R are true and R is the correct explanation of A
Transparent, timely formal communication by institutional leadership significantly reduces employee reliance on informal rumor channels. When official information is readily accessible, accurate, and complete, it satisfies staff information needs during uncertain times, removing the information vacuums that fuel the grapevine and mitigating the negative impact of workplace rumors in school management.

86. (C) The Wheel network
The Wheel network pattern features a centralized communication structure where all individual team members communicate directly with a single central figure, such as a principal or team leader. However, lateral interactions between peripheral members are entirely absent, creating a highly centralized pattern that maximizes leader control while restricting peer communication.

87. (A) One central individual non-selectively informs everyone
In an informal gossip network pattern, a single central individual serves as the primary information source, sharing unverified news or rumors non-selectively with everyone in their reach. Unlike cluster networks where information is shared selectively, the gossip chain involves one person broadcasting information broadly to all accessible institutional workplace peers.

88. (D) Listen actively, acknowledge concerns, and present facts transparently
Managing emotional conflicts during contentious committee meetings requires administrators

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to utilize active listening, validate participant perspectives, and present factual information transparently. By acknowledging stakeholder concerns with empathy while explaining operational realities clearly, administrators reduce hostility, establish credibility, and steer challenging administrative discussions toward collaborative, constructive resolutions in school management.

89. (B) Psychological barriers
Inattention stems from internal psychological states such as cognitive distraction, mental fatigue, preoccupation, or personal disinterest. Because it reflects a receiver's internal inability or unwillingness to focus mental energy on incoming messages, inattention is categorized as a psychological barrier that disrupts effective message reception, decoding, and long-term cognitive memory retention.

90. (C) An assistant contacting the Principal directly, bypassing department heads
Diagonal communication involves interactions that cut across both vertical organizational hierarchies and horizontal departmental boundaries. When a lower-level staff member contacts a senior institutional executive in another administrative stream directly, bypassing immediate departmental heads, diagonal communication occurs, accelerating message speed while bypassing formal intermediate scalar steps in organizations.

91. (A) II, IV, V, I, III
The communication sequence begins when the sender conceptualizes an initial idea, which is then encoded into a message format such as an email circular. The message is subsequently transmitted through a communication channel, decoded and interpreted by the receiver, and finally validated when the receiver provides feedback confirming mutual understanding.

92. (A) Message distortion and delay occur through multiple filtering levels
A rigid, tall organizational structure with multiple hierarchical tiers creates long vertical lines of authority. As downward communications pass through successive managerial levels, messages suffer from transmission delays and progressive filtering distortion, as each intermediary level condenses, interprets, or alters directives before passing them down to subordinate employees in institutional management.

93. (B) Status in hierarchy
Psychological barriers stem from internal mental, cognitive, or emotional factors such as pre-existing distrust, emotional defensiveness, limited retention, or premature judgment. Status differentials within a formal administrative hierarchy constitute an organizational structural barrier, as they arise from formal position, title, authority, and institutional authority structures rather than internal individual mental processes.

94. (B) Conduct a face-to-face local language briefing with pictorial handouts
Communicating safety protocols effectively to support staff requires selecting channels tailored to their language preferences and cognitive needs. A face-to-face briefing using local language and pictorial handouts provides high channel richness, eliminates semantic and linguistic barriers, enables immediate verbal feedback, and guarantees clear operational understanding across diverse support staff teams.

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95. (A) Psychological fear and closed climate blocking feedback
When employees refrain from seeking clarification due to fear of negative reactions or public reprimands, communication failure is driven by psychological barriers and an unsupportive climate. Fear suppresses upward communication, preventing subordinates from asking questions, seeking feedback, or clarifying ambiguous policy directives, ultimately compromising institutional policy implementation in educational management.

96. (A) P-1, Q-2, R-3
Communication networks possess distinct structural attributes. The Chain network strictly follows formal hierarchical lines of command with moderate transmission speed. The Wheel network is highly centralized, featuring one central leader coordinating all interactions. The All-Channel network is decentralized, enabling multi-directional peer communication that yields high member satisfaction and handles complex task solving.

97. (D) Any communication stage
Noise is not restricted to any single phase of the communication cycle. Distortions can occur

during sender encoding, physical transmission across the channel, receiver decoding, cognitive interpretation, or feedback transmission. Because interference can emerge at any juncture, maintaining clear communication requires constant vigilance across all stages of the interaction process.

98. (C) To enable rapid coordination and bypass vertical delays
Diagonal communication becomes necessary when urgent operational coordination is required across separate administrative units and vertical levels. By bypassing strict, multi-tiered scalar chains of command, diagonal pathways accelerate information flow, reduce bureaucratic delays, facilitate interdepartmental teamwork, and enable quick problem resolution during critical organizational operations in school administration.

99. (B) Badly expressed message — Organizational Barrier
A badly expressed message, characterized by awkward structure, ambiguous phrasing, or poor vocabulary choices, represents a semantic barrier rather than an organizational barrier. Semantic barriers arise from language formulation and encoding flaws, whereas organizational barriers stem from structural hierarchy, centralized administrative policies, status differentials, and physical institutional administrative communication channels.

100. (D) Physical distance and status barriers
An administrative open door policy increases leadership accessibility, minimizing the psychological distance caused by hierarchical status differentials. By welcoming direct interactions from all organizational levels, leaders reduce physical separation and status barriers, fostering an environment of transparent upward communication where staff members feel safe sharing constructive feedback and reporting concerns.

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CHAPTER 14
Communication Types

1. In the context of organizational communication, which of the following provides the most accurate definition of verbal communication?
(A) The transmission of messages through spoken or written words
(B) The exchange of information exclusively through spoken vocal sounds
(C) The process of conveying information through non-verbal gestures
(D) The formal exchange of directives between superiors and subordinates

2. A Principal issues a formal circular to all staff members regarding the revised school timings. Under which category of communication does this action primarily fall?
(A) Non-verbal communication
(B) Paralinguistic communication
(C) Verbal communication
(D) Informal communication

3. Which of the following elements is strictly classified as a component of verbal communication rather than non-verbal communication?
(A) The specific vocabulary and syntax chosen by the sender
(B) The pitch and intonation of the speaker's voice
(C) The physical distance maintained by the sender during the interaction
(D) The facial expressions accompanying the spoken message

4. Identify the incorrect statement regarding the forms of verbal communication in a school setting.
(A) Both a staff meeting presentation and a disciplinary memo are forms of verbal communication.
(B) Verbal communication requires a shared understanding of a linguistic code between the sender and receiver.
(C) An email sent by a teacher to a parent constitutes verbal communication.
(D) Verbal communication is strictly restricted to oral interactions between individuals.

5. Which of the following pairs correctly matches a communication form with its appropriate category?
(A) Maintaining a formal tone in an official letter – Non-verbal communication
(B) A Principal's speech at the morning assembly – Verbal communication
(C) The use of silence during a difficult conversation – Verbal communication
(D) A text message reminding staff of a deadline – Non-verbal communication

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6. A teacher submits a detailed lesson plan in the prescribed format to the Head of Department. This process is an example of:
(A) Oral verbal communication
(B) Formal non-verbal communication
(C) Written verbal communication
(D) Informal diagonal communication

7. The distinction between verbal and vocal communication is best illustrated by which of the following?
(A) Public speaking is classified as non-vocal communication, whereas sign language is vocal.
(B) Memos are classified as vocal communication, whereas speeches are non-verbal and non-vocal.
(C) Both written official memos and audible sighing are classified as verbal and vocal communication.
(D) Memos are verbal but not vocal, whereas sighing is vocal but not verbal.

8. A Principal is conducting a performance appraisal interview with a teacher. The Principal notices that while the teacher verbally agrees with the feedback, the teacher is avoiding eye contact, maintaining closed body posture, and tapping their fingers rapidly. What should the Principal deduce from this scenario?
(A) The non-verbal cues indicate discomfort, contradicting the verbal agreement.
(B) The teacher is fully receptive because verbal agreement completely overrides non-verbal

behavior.

(C) The teacher's non-verbal behavior is irrelevant as long as formal consensus is given verbally.

(D) The tapping of fingers represents a positive form of verbal communication indicating eagerness.

9. The study of how space and distance influence communication between individuals in a school environment is known as:

(A) Kinesics

(B) Proxemics

(C) Chronemics

(D) Haptics

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

Assertion (A): In organizational settings, when a sender's verbal message and non-verbal cues contradict each other, receivers typically trust the non-verbal cues more.

Reason (R): Non-verbal communication is largely governed by the subconscious mind, making it more difficult to manipulate than spoken words.

In the light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A

(B) Both A and R are true but R is not the correct explanation of A

(C) A is true but R is false

(D) A is false but R is true

11. Which form of non-verbal communication is a Principal utilizing when they intentionally pause for several seconds before delivering a critical administrative decision to emphasize its importance?

(A) Chronemics

(B) Proxemics

(C) Haptics

(D) Artifacts

12. Paralanguage (or vocalics) in communication refers to:

(A) The deliberate physical body gestures and movements used to substitute spoken words

(B) The specific grammatical structures, vocabulary, and sentence rules used in language

(C) The vocal qualities such as pitch, volume, and tone accompanying speech

(D) The cultural interpretation of time management and punctuality in formal meetings

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13. Which of the following constitutes an 'artifact' as a form of non-verbal communication in a school setting?

(A) The specific tone of voice and pitch used by the Head of School during an inspection

(B) A reassuring physical pat on the back given to a stressed student by a teacher

(C) The total speed and promptness with which a subordinate responds to an email

(D) The arrangement of furniture and office decor in the Principal's room

14. Identify the correct pair regarding non-verbal communication concepts.

(A) Oculesics – The study of physical touch in human communication

(B) Haptics – The study of eye contact, gaze, and visual behavior

(C) Kinesics – The study of body movements

(D) Proxemics – The study of vocal tone, pitch, and voice modulation

15. Consider the following statements regarding the role of body language in communication:

I. Body language can substitute for verbal messages.

II. Body language can regulate the flow of conversational interaction.

III. Body language is universally identical across all cultural contexts.

Which of the statements given above is/are correct?

(A) I and II only

(B) II and III only

(C) I and III only

(D) I, II, and III

16. In the context of body language, 'mirroring' refers to:

(A) Maintaining a defensive posture where a person crosses their arms to create a physical barrier

(B) Using physical artifacts like mirrors to enhance lighting and spatial perception in a room

(C) Providing exact verbatim verbal feedback during a conversation to confirm basic understanding

(D) Subconsciously imitating the gestures or attitude of another person

17. When a speaker uses their hands to physically demonstrate the size or shape of an object while describing it, these gestures are known as:
(A) Illustrators
(B) Emblems
(C) Regulators
(D) Adaptors

18. A school administrator frequently checking their watch while a teacher is discussing a grievance is exhibiting a form of body language that typically conveys:
(A) Active listening and empathy
(B) Deep concentration and cognitive processing
(C) Disinterest, impatience, or time pressure
(D) Submission to the teacher's authority

19. Brief, involuntary facial expressions that occur in a fraction of a second and reveal genuine human emotions, even when a person tries to conceal them, are known as:
(A) Micro-expressions
(B) Macro-expressions
(C) Emblems
(D) Regulators

20. Consider the following statements regarding posture as a component of body language:
I. An expansive, open posture is generally associated with confidence and authority.
II. Slouching during a staff meeting may be interpreted as a lack of engagement or respect.
III. Posture is purely a physiological habit and conveys no psychological information to observers.
IV. Leaning forward slightly during a conversation usually indicates interest and active involvement.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

21. 'Emblems' in body language are gestures that:
(A) Help manage and regulate the flow of conversation, such as nodding to encourage speech
(B) Have a direct verbal translation within a culture, such as a 'thumbs up'
(C) Are repetitive nervous habits, such as clicking a pen, tapping feet, or adjusting a collar
(D) Accompany spoken words during formal interactions but possess no independent meaning

22. Why is congruence between verbal and non-verbal communication critical for a school leader?
(A) It ensures that all official administrative communications are legally binding under statutory rules.
(B) It prevents subordinates from asking questions during staff meetings.
(C) It builds trust; incongruence breeds suspicion and confusion among staff.
(D) It replaces the need for issuing written directives in the organization.

23. A transformational school Principal wants to foster an open, collaborative climate during staff meetings. Which non-verbal cue should the Principal adopt to support this leadership style?
(A) Sitting continuously behind a large, imposing executive desk elevated above all staff members
(B) Maintaining firmly crossed arms and minimal facial expressions while staff members speak
(C) Frequently checking their personal mobile phone to demonstrate multitasking capability
(D) Reducing physical distance between themselves and the staff members

24. Active listening is a crucial leadership skill. Which cluster of non-verbal cues best demonstrates active listening by a Principal during a conflict resolution session?
(A) Direct eye contact, slight forward lean, and affirmative head nodding
(B) Avoiding eye contact, leaning back with hands behind the head, and remaining completely still
(C) Continuous note-taking without looking up, rapid finger tapping, and sighing
(D) Staring fixedly without blinking, invading the speaker's personal space, and pointing fingers

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Effective educational leaders consciously manage their non-verbal cues to project confidence and calm during school emergencies.
Reason (R): Subordinates often look to a leader's body language and vocal tone, rather than just

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their words, to assess the severity of a crisis.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. According to widely accepted communication principles, when a speaker's message regarding feelings and attitudes is ambiguous, the receiver's interpretation is most heavily influenced by:
(A) The specific words spoken
(B) The facial expressions and body language used
(C) The written documentation and formal transcript provided after the speech
(D) The hierarchical status of the speaker

27. In the context of instructional leadership, a Principal observing a classroom can best demonstrate non-verbal support to a novice teacher by:
(A) Sitting quietly at the back with a relaxed posture and a reassuring smile
(B) Frowning continuously and furiously taking detailed notes whenever the teacher makes an error
(C) Standing at the front of the room with arms strictly crossed, observing students intensely
(D) Interrupting the lesson continuously with hand gestures to correct the teacher's positioning

28. A Head of School is holding a meeting to announce budget cuts that will affect departmental resources. As the announcement is made, the Principal observes that several Heads of Department exchange rapid glances, shift uncomfortably in their seats, and cross their arms. As a leader, the most appropriate immediate response to these non-verbal cues would be to:
(A) Ignore the non-verbal cues and quickly end the meeting to prevent any potential arguments.
(B) Issue an immediate verbal reprimand to all present HODs for their lack of professional decorum.
(C) Acknowledge the tension and invite the HODs to voice their concerns.
(D) Read the formal budget document in a much louder voice to assert administrative dominance.

29. Which of the following is considered a primary advantage of oral communication over written communication in school administration?
(A) It provides a permanent, legally verifiable record of the interaction.
(B) It requires extensive preparation and formatting, ensuring high accuracy.
(C) It is immune to distortion when passed through multiple hierarchical levels.
(D) It allows for immediate feedback and clarification of doubts in real-time.

30. A major limitation of relying exclusively on oral communication for delegating tasks to school staff is that:
(A) It takes significantly longer to deliver an oral instruction than to draft and issue a written memo.
(B) Oral communication completely lacks interpersonal spontaneity, flexibility, and personal touch.
(C) It lacks documentary evidence to hold individuals accountable.
(D) It strictly restricts the simultaneous use of non-verbal cues which are essential for context.

31. During an emergency evacuation in a school, which communication method is most effective and why?
(A) Written communication, because it ensures complete legal compliance with statutory safety protocols.
(B) Oral communication, due to its speed and immediate vocal urgency.
(C) Diagonal communication, because it bypasses administrative channels and empowers students directly.
(D) Upward communication, because students must first inform class teachers of immediate danger.

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32. The phenomenon of 'serial reproduction' or distortion (often referred to as the 'Chinese whispers' effect) is a significant limitation associated with which type of communication?
(A) Written communication passed systematically through formal administrative channels
(B) Diagonal communication executed electronically via corporate email systems
(C) Two-way fully documented written

(A) The Head of School instructing the Head Clerk to prepare the monthly salary bills
(B) A parent writing a formal complaint letter to the Class Teacher regarding academics
(C) The Science HOD meeting the Math HOD to schedule exams without overlap
(D) A student submitting a completed home assignment directly to the subject teacher

67. The main purpose of lateral communication in an educational institution is to:
(A) Facilitate coordination and problem-solving among peers
(B) Delegate administrative tasks and official duties to direct subordinates
(C) Report operational progress and outcomes directly to higher authorities
(D) Enforce statutory rules and disciplinary policies on the student body

68. The school is organizing its Annual Day. The Cultural In-charge, the Discipline In-charge, and the Estate Manager hold a meeting to synchronize their plans for the event. This interaction is essential to prevent logistical failures. What type of communication is this?
(A) Downward communication
(B) Upward communication
(C) Informal grapevine communication
(D) Lateral communication

69. A significant barrier to effective lateral communication in large schools is the 'silo mentality'. This occurs when:
(A) Subordinates actively refuse to listen to or follow directives from the Principal.
(B) Departments hoard information and refuse peer collaboration.
(C) The physical infrastructure of the school buildings prevents wireless communication.
(D) Teachers bypass internal administrative heads to communicate directly with Zonal Officers.

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The concept of the "Gang Plank" (or bridge) was introduced to facilitate rapid lateral communication in strict hierarchical organizations.
Reason (R): Following the formal chain of command for routine coordination between peers in different departments can cause unnecessary delays.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. Peer mentoring programs and Professional Learning Communities (PLCs) among teachers are institutional structures primarily designed to enhance:
(A) Downward communication
(B) Diagonal communication
(C) Paralinguistic communication
(D) Lateral communication

72. Diagonal (or cross-functional) communication occurs when:
(A) Communication across different departments and hierarchical levels.
(B) Communication flowing exclusively between a subordinate and their immediate direct supervisor.
(C) Communication flowing strictly among professional peers within the exact same department.
(D) Formal directives issued simultaneously by executive leadership to all institutional staff.

73. Which of the following is an example of diagonal communication in a school?
(A) The Principal speaking directly to the Vice-Principal during an official administrative meeting
(B) A teacher approaching the IT admin directly, bypassing their HOD
(C) The Science HOD issuing an official administrative memo to a Science laboratory assistant
(D) Two primary school teachers discussing a collaborative lesson plan inside the staff room

74. The primary advantage of diagonal communication in modern school administration is that it:
(A) Strictly reinforces and upholds the traditional scalar chain principle of management
(B) Bypasses rigid layers to increase information speed
(C) Ensures that middle managers maintain total

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(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. A limitation of using email (a form of written communication) to deliver negative performance feedback to a teacher is that:
(A) It leaves absolutely no permanent administrative record of the performance feedback given.
(B) It lacks non-verbal cues, risking misinterpretation of tone as harsh.
(C) It requires both communicating parties to be physically present at the exact same time.
(D) It is considered an unofficial communication channel and violates official financial rules.

42. Identify the incorrect pair regarding the characteristics of written communication.
(A) Advantage – Allows the sender to revise and refine the message before transmission
(B) Advantage – Highly effective for conveying emotional nuance and empathy
(C) Limitation – High potential for delayed feedback
(D) Limitation – Consumes more time and effort in preparation compared to speech

43. A school Principal needs to announce a routine change in the schedule for the submission of internal assessment marks. Which communication medium is most appropriate?
(A) A written circular or email to the teaching staff
(B) A school-wide assembly addressing all students and teaching staff members
(C) A one-on-one personal interview with every teacher
(D) A physical visit to every classroom to interrupt ongoing lessons

44. A Vice-Principal needs to communicate the complexities of a newly implemented pedagogical framework to the faculty. What is the most effective communication strategy?
(A) Issue a written copy of the framework and strictly forbid any verbal discussion to save time.
(B) Rely exclusively on informal oral communication in the staff room during break times.
(C) Conduct a face-to-face discussion supported by written handouts.
(D) Send a brief text message summarizing the core points of the entire pedagogical document.

45. Consider the following statements regarding the choice between oral and written communication:
I. Written communication is preferred when the message is meant for a large, geographically dispersed audience.
II. Oral communication is preferred when immediate clarification and persuasion are the primary goals.
III. Routine, objective information is best transmitted orally to ensure legal compliance.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

46. If a Principal is attempting to resolve a heated conflict between two senior teachers, the preferred initial mode of communication should be:
(A) An official written reprimand to both teachers
(B) A circular placed on the staff notice board regarding professional conduct
(C) An oral, face-to-face mediation session in a private setting
(D) An email sent to all staff members explaining the conflict

47. In the context of school administration, an order of suspension against an employee must invariably be communicated:
(A) Orally, in the presence of witnesses
(B) In writing, through a formal official order
(C) Through an informal diagonal channel
(D) Via a public announcement in the school assembly

48. An educational authority mandates the merger of two neighboring schools, which has caused anxiety among the staff regarding seniority and job security. The Principal is tasked with communicating this sensitive decision. What approach should the Principal take?
(A) Send a brief administrative memo and refuse to meet anyone directly to maintain distance.
(B) Delegate the communication task entirely to the elected student council via the grapevine.

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(C) Post the official order on the main notice board without any explanation.
(D) Hold a face-to-face meeting to address anxieties, followed by a detailed written document.

49. Which communication principle justifies the practice of writing "Minutes of the Meeting" after a staff council meeting?
(A) Written communication documents and formalizes oral deliberations.
(B) Oral communication is strictly prohibited by law in formal organizational school governance.
(C) Minutes are mandatory to initiate multi-directional upward and diagonal administrative flows.
(D) Written communication ensures that official decisions can be altered discreetly at a later date.

50. Consider the following guidelines for selecting the appropriate communication channel:
I. Use written communication for messages requiring action by a specific deadline.
II. Use oral communication for messages that are highly sensitive or emotionally charged.
III. Use written communication for conveying standard operating procedures.
IV. Use oral communication when establishing a documented audit trail is the primary objective.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, and IV only

51. Upward communication in a school's organizational structure flows from:
(A) Subordinates to superiors
(B) The Head of School to the education department
(C) The Principal to the students
(D) The Head of Department to the subject teachers

52. Which of the following is the most common formal mechanism for facilitating upward communication in a school?
(A) The Principal's formal address delivered during the morning assembly
(B) The issuance of standing orders and circulars
(C) An inter-school sports competition
(D) A grievance redressal committee or suggestion box

53. The primary managerial purpose of upward communication in educational institutions is to:
(A) Issue authoritative directives and clarify the strategic mission of the school
(B) Provide management with feedback, progress reports, and grievances
(C) Coordinate activities between different departments at the same level
(D) Inform the general public about the school's achievements

54. A significant barrier to effective upward communication in a strictly hierarchical school environment is 'filtering'. In this context, filtering refers to:
(A) The physical distortion of official written administrative memos due to low quality paper
(B) The Principal's absolute inability to comprehend complex pedagogical terminology
(C) Subordinates altering or omitting negative info to appease superiors
(D) The interception of formal institutional messages by unauthorized external individuals

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Authoritarian school leadership styles tend to severely restrict the flow and accuracy of upward communication.
Reason (R): Under authoritarian leadership, subordinates often fear punitive action, leading them to suppress complaints or innovative ideas.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. An institutional climate that actively encourages upward communication is most likely to result in:
(A) Higher staff morale and early detection of administrative problems
(B) Increased internal insubordination,

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operational chaos, and role conflict
(C) The complete erosion of executive authority in an educational organization
(D) A total breakdown of routine lateral communication channels between departmental teachers

57. A teacher utilizing official administrative grievance provisions to seek clarification from executive management regarding their own delayed promotion is utilizing a tool that, from the school's organizational perspective, forces:
(A) Formal downward communication
(B) Upward accountability
(C) Horizontal mentoring
(D) Paralinguistic communication

58. A central educational authority issues a circular mandating the implementation of a school meal program protocol. The Principal reads the circular and forwards it to the school's meal program in-charge with instructions for compliance. This flow of information is an example of:
(A) Upward communication
(B) Downward communication
(C) Lateral communication
(D) Diagonal communication

59. Which of the following is NOT an example of downward communication in a school?
(A) An annual report submitted by the Principal to a senior administrative officer
(B) A job description provided to a newly appointed teacher
(C) Performance feedback given by the Principal to a teacher during an appraisal
(D) The school rulebook distributed to students at the beginning of the academic year

60. The primary objective of downward communication in an educational organization is to:
(A) Gather suggestions from ground-level staff for policy formation
(B) Resolve conflicts occurring between teachers of the same department
(C) Provide direction, explain policies, clarify roles, and assign tasks
(D) Facilitate social interaction and informal networking among staff

61. A recognized risk of over-relying on long chains of downward communication is:
(A) Excessive upward feedback overwhelming the top management
(B) The complete elimination of the organizational hierarchy
(C) Unintentional promotion of diagonal communication
(D) Message distortion, loss of detail, and delayed transmission

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62. One of the essential purposes of downward communication is to provide 'rationale'. In school management, this means:
(A) Giving teachers opportunities to rationalize and justify their poor performance metrics
(B) Calculating the exact financial rationalization and distribution of the school budget
(C) Explaining how tasks relate to broader institutional goals
(D) Restricting critical information exclusively to top-level administrative decision makers

63. A school climate characterized by excessive downward communication with little to no provision for upward communication is typically indicative of which management approach?
(A) Democratic or Participative management
(B) Autocratic or Directive management
(C) Laissez-faire management
(D) Distributed leadership

64. Identify the incorrect statement regarding downward communication.
(A) It is the most frequently used direction of formal communication in traditional hierarchical schools.
(B) It often suffers from the assumption by superiors that subordinates fully understand the directive once it is sent.
(C) Forms of downward communication include manuals, notices, and procedural guidelines.
(D) It originates at lower organizational levels and flows towards executive leadership.

65. Lateral (or horizontal) communication in a school occurs when information flows between:
(A) Individuals or departments operating at the same hierarchical level
(B) The Principal and the Vice-Principal
(C) A senior administrative officer and a newly joined clerk
(D) The School Management Committee and the education department

66. Which of the following scenarios best illustrates lateral communication?

ANSWERS

1. (A) The transmission of messages through spoken or written words
Verbal communication encompasses any form of interaction that utilizes linguistic symbols, including both spoken words and written text. It relies on a shared code between the sender and receiver to structure messages effectively. In administrative settings, official circulars, emails, memos, face-to-face discussions, and staff meetings are all recognized forms of verbal communication.

2. (C) Verbal communication
A circular issued by an administrator relies on written language to convey specific instructions and operational guidelines to staff members. Because it transmits structured information through written words using a standardized linguistic code, it is categorized under verbal communication. Verbal communication includes both oral and written expressions, provided words serve as the primary medium.

3. (A) The specific vocabulary and syntax chosen by the sender
Vocabulary and syntax constitute the linguistic foundation of verbal communication, as they determine word choice and grammatical structuring. Non-verbal elements include vocal features like pitch or intonation, physical distance, and facial expressions. The choice of language structure belongs exclusively to verbal communication, whereas pitch, proxemics, and body movements function as non-verbal or paralinguistic cues.

4. (D) Verbal communication is strictly restricted to oral interactions between individuals.
Verbal communication is not restricted to spoken interactions, as it encompasses both oral and written forms of expression. Memos, emails, written notices, and formal presentations all fall under verbal communication because they utilize written or spoken words. Restricting verbal communication exclusively to oral exchanges represents a misconception of standard organizational communication terminology.

5. (B) A Principal's speech at the morning assembly – Verbal communication
A spoken address to an assembly is a clear manifestation of verbal communication, as it uses vocalized words to convey thoughts and directives. Maintaining formal tone, employing silence, or sending text messages involve nuances of writing or non-verbal cues, but public speaking relies directly on spoken linguistic structures to transmit meaning to a designated audience.

6. (C) Written verbal communication
Submitting a lesson plan in a structured text layout represents written verbal communication. Verbal communication is defined by the use of words, regardless of whether they are voiced aloud or transcribed onto paper. Documents such as plans, reports, circulars, and policy handbooks fall under the written subcategory of verbal organizational communication.

7. (D) Memos are verbal but not vocal, whereas sighing is vocal but not verbal.
Verbal communication pertains to the use of words, while vocal communication refers to the production of sound through the vocal apparatus. A written memo uses words without vocal sound, making it verbal but non-vocal. Conversely, an audible sigh produces vocal sound without using linguistic words, making it vocal but non-verbal.

8. (A) The non-verbal cues indicate discomfort, contradicting the verbal agreement.
When spoken language contradicts body language, non-verbal cues provide a more accurate reflection of genuine internal feelings. Behaviors like avoiding eye contact, maintaining closed posture, and rapid finger tapping signify underlying anxiety, defense, or disagreement. In administrative appraisal contexts, observing non-verbal resistance highlights a clear disparity between spoken compliance and actual emotional sentiment.

9. (B) Proxemics
Proxemics is the domain of non-verbal communication that examines how human beings use, structure, and perceive physical space and distance during interactions. It categorizes

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control over all organizational information
(D) Completely eliminates any necessity for maintaining written documentation or records

75. Consider the following statements regarding diagonal communication:
I. It often violates the traditional scalar chain principle of management.
II. It is increasingly common in project-based or matrix organizational structures.
III. It can sometimes lead to friction if immediate supervisors feel bypassed or undermined.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

76. A potential disadvantage of unrestrained diagonal communication in a school setting is that it may:
(A) Result in significantly faster problem resolution across departments
(B) Encourage collaboration across different subject faculties
(C) Undermine the authority of immediate supervisors
(D) Reduce the administrative burden on top-level management

77. In a school, a teacher from the Science department is placed on a special inclusive education committee headed by the Special Educator. When the Science teacher communicates directly with the Special Educator regarding committee work, this is:
(A) Downward communication
(B) Non-verbal communication
(C) Upward communication
(D) Diagonal communication

78. A junior dealing assistant (clerk) in the accounts branch notices a discrepancy in a supplier's bill and, due to the urgency of the closing financial year, directly informs the Principal, skipping the Head Clerk. While this solved the immediate crisis, the Head Clerk is upset. This scenario highlights the trade-off between speed and hierarchical protocol inherent in:
(A) Lateral communication
(B) Downward communication
(C) Diagonal communication
(D) Formal downward communication

79. In a highly centralized school where the Principal insists that all information must pass through them, and departments are not allowed to communicate with each other directly, the communication network pattern resembles a:
(A) Chain network
(B) Wheel network
(C) Circle network
(D) All-channel network

80. Consider the following communication network patterns:
I. Chain
II. Wheel
III. Circle
IV. All-channel (or Star)
Which of the above networks is characterized by the highest level of member satisfaction and is most suitable for complex, collaborative problem-solving tasks?
(A) I only
(B) II only
(C) III and IV only
(D) IV only

81. The 'Chain' network pattern in communication strictly follows the formal organizational hierarchy. In a school, this pattern is most appropriate for:
(A) Disseminating formal directives downwards
(B) Brainstorming new pedagogical and instructional strategies
(C) Planning an inter-disciplinary project among teachers
(D) Gathering informal feedback on school climate

82. An 'All-channel' (or completely connected) communication network is best represented by which of the following school situations?
(A) The Principal issuing administrative orders to the Vice-Principal, who forwards them to HODs.
(B) A classroom teacher delivering an extended formal lecture to a large class of quiet students.
(C) A committee of teachers freely exchanging ideas at a round table.
(D) Department heads reporting exclusively to top executive leadership without peer interaction.

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communication between administrative departments
(D) Oral communication transmitted through a chain of command

33. Identify the most appropriate scenario where a Principal should utilize oral communication.
(A) Brainstorming annual day ideas with the cultural committee
(B) Issuing a formal written show-cause notice to a teacher for habitual late arrival at school
(C) Submitting the annual financial budget requirement to higher authorities
(D) Promulgating the revised official leave policy applicable to all teaching staff

34. Which of the following statements correctly identifies a limitation of oral communication?
(A) It is generally less persuasive than written communication in face-to-face settings.
(B) It is highly rigid and does not allow the sender to adapt the message based on the receiver's immediate reaction.
(C) The message is transient and relies heavily on the memory of the receiver.
(D) It requires complex technological infrastructure to execute within a single school building.

35. To overcome the inherent limitation of lack of accountability in oral communication, a prudent school administrator should:
(A) Follow up oral decisions with a brief written summary or email.
(B) Avoid speaking directly to staff members and communicate strictly through written memos.
(C) Record all official staff conversations audio-visually without prior notice.
(D) Rely exclusively on informal grapevine channels to reinforce spoken directions.

36. The primary advantage of written communication in organizational administration is that it:
(A) Guarantees that the receiver has read and completely understood the intent of the message.
(B) Eliminates the possibility of the message being leaked to unauthorized persons.
(C) Fosters immediate emotional bonding and motivation among the teaching staff.
(D) Provides a reliable, permanent record that serves as legal evidence.

37. Which of the following is a recognized limitation of written communication in school management?
(A) It is highly prone to rapid spontaneous distortion as it passes down the administrative hierarchy.
(B) It is time-consuming to draft and lacks immediate feedback.
(C) It cannot convey complex statistical data or financial rules effectively.
(D) It is strictly suitable only for upward communication and never for downward communication.

38. A Principal observes a teacher repeatedly violating the code of conduct by engaging in private tuition. After previous verbal warnings failed, the Principal decides to issue a formal written warning. The primary managerial rationale for choosing written communication in this case is to:
(A) Save the significant time and effort it would take to conduct a face-to-face meeting.
(B) Prevent the concerned teacher from expressing any formal defense or grievance.
(C) Establish a formal documentary trail for potential disciplinary proceedings.
(D) Ensure that students and parents are made fully aware of the teacher's misconduct.

39. Written communication is inherently superior to oral communication when:
(A) The primary objective is to build organizational morale and actively motivate a team.
(B) The leader needs to gauge and evaluate the immediate emotional reaction of subordinates.
(C) Resolving an intense interpersonal conflict between two senior teaching staff members.
(D) The message involves detailed technical instructions or complex numerical data.

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40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In organizational administration, written communication is essential for the delegation of authority and assignment of responsibilities.
Reason (R): Written documents clearly define the boundaries of authority, minimizing ambiguity and jurisdictional conflicts among staff.
In the light of the above statements, choose the correct answer from the options given below:

(A) Feeding accurate info into formal channels to prevent rumors.
(B) Strictly punishing any staff member caught engaging in informal talk.
(C) Deliberately creating false rumors to test the overall loyalty of the staff.
(D) Promoting the most active informal gossipers directly into leadership roles.

92. The introduction of a School Management Committee (SMC) involving community stakeholders creates a distinct communication flow in school administration. The communication between the SMC and the Principal represents:
(A) Purely internal downward directive communication flowing from top management.
(B) Strict hierarchical administrative communication governed entirely by statutory rules.
(C) Participative communication integrating community stakeholders.
(D) Informal grapevine communication

93. The fundamental distinction between one-way and two-way communication is the presence of:
(A) A formal, documented written letter or official notice
(B) The presence of a designated sender and an intended receiver
(C) The explicit use of non-verbal cues and body language
(D) A feedback loop from receiver to sender

94. Which of the following administrative actions relies primarily on one-way communication?
(A) A parent-teacher meeting discussing a student's progress
(B) A disciplinary inquiry where the charged officer is presenting their defense
(C) A Principal posting the holiday schedule on the school notice board
(D) A department meeting planning the syllabus distribution

95. A major advantage of two-way communication over one-way communication in a school setting is that it:
(A) Is much faster and requires significantly less administrative effort to execute.
(B) Ensures greater accuracy and mutual understanding.
(C) Completely eliminates any need for the sender to plan the message beforehand.
(D) Protects executive leaders from having their directions challenged by subordinates.

96. What is a recognized disadvantage of two-way communication from a managerial perspective?
(A) It completely prevents any practical use of non-verbal physical communication.
(B) It inherently causes the receiver to become entirely passive and disengaged.
(C) It is illegal under official financial rules when discussing school budget matters.
(D) It can be time-consuming and may lead to arguments.

97. In which of the following situations is one-way communication more appropriate than two-way communication?
(A) Giving immediate "stop" commands to students during a fire drill
(B) Formulating the school's vision and mission statement
(C) Mentoring a newly recruited primary teacher
(D) Resolving a dispute between two staff members regarding timetable allocation

98. The transition from viewing communication as a one-way transmission of information to a two-way process of shared meaning is best represented by the shift to the:
(A) Trait theory of organizational leadership
(B) Administrative management framework
(C) Transactional communication model
(D) Bureaucratic management theory

99. Effective instructional leadership requires a Principal to promote two-way communication in classrooms. A teaching method heavily reliant on one-way communication is the:
(A) Didactic lecture method
(B) Interactive class discussion method
(C) Inquiry-based learning method
(D) Cooperative learning method

100. The most reliable indicator that two-way communication has been successful in a management directive is when:
(A) The official message is delivered loudly and clearly by the Head of School.
(B) The directive is formally printed on official administrative letterhead.
(C) No subordinates ask any questions after the administrative directive is issued.
(D) The receiver confirms understanding and acts in alignment.

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83. The informal communication network within an organization, which spreads information rapidly but often inaccurately, is universally known as the:
(A) Grapevine
(B) Scalar chain
(C) Wheel network
(D) Matrix channel

84. Which of the following is NOT a recognized pattern of grapevine communication?
(A) Single-strand chain
(B) Gossip chain network
(C) Cluster chain network
(D) Hierarchical chain

85. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The 'Wheel' communication network is highly efficient for performing simple, routine tasks rapidly.
Reason (R): In a wheel network, a central figure coordinates all information, preventing confusion and speeding up decision-making for routine issues.
In the light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. In the formal administrative hierarchy of a public school education department, the top-down communication flow follows which sequence?
(A) Principal → Zonal Officer → Director → District Officer → Teacher → HOD
(B) Director → Principal → Zonal Officer → Teacher → District Officer → HOD
(C) Director → District Officer → Zonal Officer → Principal → HOD → Teacher
(D) Zonal Officer → Director → HOD → Principal → District Officer → Teacher

87. In the context of organizational communication, the "Linking Pin" model describes how individuals connect different levels of a hierarchy. In a school, a Head of Department (HOD) acts as a linking pin because they:
(A) Prevent any direct administrative communication from flowing between the Principal and teachers.
(B) Focus primarily on managing complex diagonal communications with external zonal officers.
(C) Concentrate exclusively on conducting routine lateral communication with other department heads.
(D) Serve as a subordinate to superiors and a superior to teachers, bridging both levels.

88. A Principal realizes that critical directives regarding new pedagogical policy implementation, sent downward through formal memos, are not being understood or applied by the classroom teachers. The HODs are merely passing the memos without explanation. To fix this communication breakdown within the hierarchy, the Principal should ideally:
(A) Communicate directly with teachers through an interactive session.
(B) Formally terminate or suspend the concerned HODs for administrative insubordination.
(C) Issue another, more strongly worded official written memo directly to all department heads.
(D) Wait passively for classroom teachers to utilize upward communication channels to ask for help.

89. General staff meetings in a school serve as a critical node in the communication hierarchy primarily because they:
(A) Are the only legally recognized form of communication under standard educational governance rules.
(B) Facilitate multidirectional flow (downward, upward, and lateral) simultaneously.
(C) Restrict communication to a strict one-way downward flow.
(D) Prevent the formation of the informal grapevine.

90. Under standard administrative conduct rules, an employee is generally expected to address official communications to higher management through:
(A) Direct electronic mail sent to the executive head's personal email account
(B) The proper channel (routing through the Head of School)
(C) A public post on social media
(D) An external local representative

91. Astute school administrators do not attempt to destroy the informal communication network (grapevine) in the hierarchy. Instead, they manage it by:

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physical zones into intimate, personal, social, and public spaces. Understanding spatial dynamics helps administrative personnel structure seating layouts, conduct interpersonal exchanges, and manage spatial power relations effectively within institutional environments.

10. (A) Both A and R are true and R is the correct explanation of A
When verbal messages conflict with non-verbal behavior, receivers consistently place greater reliance on non-verbal cues. Non-verbal signals are largely regulated by automatic, subconscious psychological processes, making them significantly harder to fake or manipulate than spoken language. Consequently, receivers perceive non-verbal cues as more authentic representations of a sender's true intentions and emotional state.

11. (A) Chronemics
Chronemics involves the study and usage of time as a non-verbal communication element. Pausing deliberately before speaking, allocating time to specific topics, or controlling conversational timing uses temporal structure to transmit importance or authority. In organizational contexts, strategic silence and temporal pauses emphasize key points, signaling gravity without altering spoken words.

12. (C) The vocal qualities such as pitch, volume, and tone accompanying speech
Paralanguage, also referred to as vocalics, covers non-verbal vocal features accompanying spoken speech. It encompasses pitch, volume, speech rate, vocal tone, emphasis, and vocal pauses. While spoken words form the verbal component, the manner in which those words are vocalized provides crucial paralanguage context that modifies or emphasizes the intended message.

13. (D) The arrangement of furniture and office decor in the Principal's room
Artifacts in non-verbal communication represent physical objects, environmental features, personal adornments, or spatial layouts that convey social meaning and administrative status. Office furniture placement, spatial arrangement, room decor, and physical structures subtly project organizational authority, accessibility, and formality, establishing distinct non-verbal impressions regarding leadership power dynamics and institutional climate within educational settings.

14. (C) Kinesics – The study of body movements
Kinesics is defined as the scientific study of human body motion, including gestures, posture, facial expressions, and eye behavior during communication. In contrast, oculesics specifically studies eye contact, haptics studies physical touch, and proxemics studies spatial distances. Therefore, matching kinesics directly to the study of body movements represents an accurate technical definition.

15. (A) I and II only
Body language can effectively substitute for spoken words, such as nodding instead of saying yes, and regulate conversation flows through cues like eye contact or head tilts. However, body language is not culturally universal; non-verbal gestures, spatial boundaries, and touch norms vary significantly across distinct cultural and social environments worldwide.

16. (D) Subconsciously imitating the gestures or attitude of another person
Mirroring is a non-verbal phenomenon where an individual unconsciously copies the body language, posture, gestures, or vocal tone of another person during an interaction. It reflects rapport, empathy, and social alignment between conversing parties. In interpersonal psychology, subtle mirroring helps establish mutual comfort, reduce psychological tension, and build trust in professional discussions.

17. (A) Illustrators
Illustrators are non-verbal physical gestures that directly accompany verbal speech to depict, emphasize, or clarify spoken content. Examples include using hands to shape an object's size, pointing toward direction, or sketching visual concepts in the air. Unlike emblems, illustrators lack independent meaning when separated completely from the accompanying spoken words.

18. (C) Disinterest, impatience, or time pressure
Checking a watch repeatedly during an administrative meeting functions as a clear non-verbal cue that signals impatience, time constraints, or lack of engagement. In organizational exchanges, such repetitive gestures convey disinterest in the speaker's narrative,

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72. (A) Communication across different departments and hierarchical levels.
Diagonal communication cuts across both different functional departments and distinct hierarchical levels. It involves direct interaction between individuals who share neither a direct command reporting line nor equivalent administrative rank. Diagonal channels accelerate information flow during cross-functional projects, special task forces, or institutional advisory initiatives requiring specialized operational expertise.

73. (B) A teacher approaching the IT admin directly, bypassing their HOD
When a teacher communicates directly with an IT administrative officer located in a different branch and at a different rank, bypassing their department head, diagonal communication occurs. This exchange crosses departmental boundaries and hierarchical levels simultaneously, enabling swift technical resolution without waiting for sequential routing through traditional vertical command channels.

74. (B) Bypasses rigid layers to increase information speed
The main advantage of diagonal communication is bypassing rigid scalar chains to increase information transmission speed and task efficiency. By allowing direct access to specialized support units or project heads across tiers, diagonal channels cut administrative delays, solve cross-departmental problems rapidly, and enhance institutional agility in modern dynamic organizational environments.

75. (D) I, II, and III
Diagonal communication violates classical scalar chain principles by crossing lines of command directly. While standard in matrix and project-based organizational frameworks due to efficiency needs, diagonal interaction can generate friction if immediate supervisors feel bypassed or uninformed regarding their subordinates' work, making careful coordination essential for successful institutional organizational integration.

76. (C) Undermine the authority of immediate supervisors
Unrestrained diagonal communication can undermine the authority and oversight of immediate department heads. When employees frequently bypass direct supervisors to communicate with other units, supervisors lose track of ongoing tasks, resource utilization, and decision flows. This erosion of supervisory oversight can lead to role confusion and organizational friction within management ranks.

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77. (D) Diagonal communication
Direct interaction between a departmental teacher and a specialist heading an inter-disciplinary committee represents diagonal communication. Because the teacher interacts across functional lines with a leader who is outside their direct line of reporting, the message flow bypasses standard vertical chains, combining cross-functional collaboration with multi-level institutional operational interaction.

78. (C) Diagonal communication
Bypassing middle managers to communicate directly with executive leadership during emergencies highlights the speed trade-off inherent in diagonal communication. While skipping scalar steps resolves crises rapidly, it risks upsetting immediate supervisors who feel bypassed. Managing diagonal flows requires balancing immediate administrative operational necessity against respect for established organizational managerial hierarchy.

79. (B) Wheel network
A wheel network features a central authority figure through whom all organizational communication must pass. In centralized management structures where all information flows to and from a single administrator without direct horizontal interaction between departments, the network mimics a wheel, giving the central leader total control over all operational exchanges.

80. (D) IV only
An all-channel or star communication network enables all members to communicate freely with every other participant. This decentralized pattern generates the highest member satisfaction and is optimal for complex, collaborative problem-solving tasks. Free interaction allows diverse perspectives to merge, enhancing creativity, decision quality, and team consensus during complex group deliberations.

81. (A) Disseminating formal directives downwards
The chain network strictly adheres to formal hierarchical lines of command, passing

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or rigid posturing foster tension, disrupting natural instructional classroom delivery.

28. (C) Acknowledge the tension and invite the HODs to voice their concerns.
Effective administrators monitor non-verbal resistance, such as crossed arms or shifted seating, during administrative announcements. Acknowledging tension and inviting open discussion converts non-verbal resistance into active dialog. Ignoring non-verbal feedback or reprimanding emotional reactions exacerbates mistrust, suppressing constructive conflict resolution within institutional school organizational management environments.

29. (D) It allows for immediate feedback and clarification of doubts in real-time.
The principal advantage of oral communication is enabling immediate feedback and real-time clarification. Interpersonal speech allows communicators to verify understanding, clarify ambiguities instantly, and adapt language based on immediate listener reactions. This two-way exchange minimizes misunderstandings, making oral channels ideal for interactive discussions, problem-solving, and collaborative institutional decision-making.

30. (C) It lacks documentary evidence to hold individuals accountable.
A key limitation of relying exclusively on oral communication for delegating tasks is the absence of permanent documentary evidence. Without written records, administrative accountability decreases, as spoken directives are prone to memory distortion or dispute over time. Documented orders are necessary to establish clear lines of responsibility and legal compliance.

31. (B) Oral communication, due to its speed and immediate vocal urgency.
Emergency situations require rapid transmission of information and immediate behavioral compliance. Oral communication, delivered through public address systems or direct vocal commands, ensures instant dissemination and conveys vocal urgency. Written notices are unsuitable during active evacuations because reading takes time, causing dangerous delays when immediate physical action is imperative.

32. (D) Oral communication transmitted through a chain of command
Serial reproduction distortion occurs when messages pass orally through sequential hierarchical levels without written backing. Each intermediary may rephrase, filter, exaggerate, or omit details, altering original intent. This progressive distortion, known as the Chinese whispers effect, highlights the inherent vulnerability of relying solely on verbal relay across multi-tiered chains of command.

33. (A) Brainstorming annual day ideas with the cultural committee
Brainstorming and collaborative planning sessions benefit most from oral communication due to its interactive flexibility and spontaneity. Spoken discussions facilitate creative exchange, immediate clarification, and collective dynamic involvement. Conversely, administrative warnings, budget submissions, and policy promulgations require formal written documentation to maintain official records and statutory legal accountability.

34. (C) The message is transient and relies heavily on the memory of the receiver.
A fundamental drawback of oral communication is its ephemeral nature; spoken words leave no permanent physical record. Message retention depends entirely on human memory, which degrades over time. Without written documentation, verification becomes difficult, creating ambiguity during administrative audits or legal disputes regarding previously spoken institutional administrative directives.

35. (A) Follow up oral decisions with a brief written summary or email.
To bridge the gap between oral speed and administrative accountability, administrators follow up verbal discussions with written summaries, such as emails or confirmation memos. This practice preserves the immediate collaborative benefits of oral interaction while establishing a verifiable documentary trail for future reference, clarifying expectations, and ensuring statutory institutional compliance.

36. (D) Provides a reliable, permanent record that serves as legal evidence.
Written communication provides a permanent, verifiable record that can be stored, retrieved, and presented as legal evidence. It establishes

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indicating that the listener prioritizes schedule pressures over active listening and damaging authentic personal rapport.

19. (A) Micro-expressions
Micro-expressions are fleeting, involuntary facial movements lasting only a fraction of a second. They occur when individuals experience strong emotions but attempt to conceal or suppress them. Because micro-expressions bypass conscious control, they reveal underlying feelings like fear, anger, disgust, or anxiety that an individual may be attempting to hide.

20. (B) I, II, and IV only
Posture carries substantial psychological information regarding emotional state, engagement, and power dynamics. An open, expansive posture signals self-assurance, whereas slouching conveys disinterest or fatigue, and leaning forward demonstrates active interest and cognitive involvement. Posture is far more than a physical habit, serving as a key non-verbal channel in organizational interaction.

21. (B) Have a direct verbal translation within a culture, such as a 'thumbs up'
Emblems are non-verbal gestures that possess precise, direct verbal meanings within a culture, functioning independently of speech. Signals like a thumbs-up, hand wave, or OK sign convey explicit ideas without requiring vocalization. Because emblems carry standardized cultural definitions, they act as direct substitutes for spoken words in non-verbal communication frameworks.

22. (C) It builds trust; incongruence breeds suspicion and confusion among staff.
Congruence between spoken statements and non-verbal behaviors builds overall institutional credibility and organizational trust. When educational leaders demonstrate alignment between words and body language, messages are received as authentic and transparent. Discrepancies create doubt, confusion, and cynicism among subordinates, making non-verbal consistency essential for maintaining morale and institutional administrative authority.

23. (D) Reducing physical distance between themselves and the staff members
Reducing physical distance between oneself and staff members fosters an approachable, democratic, and collaborative environment. Spatial proximity breaks down hierarchical barriers, signaling structural equality and open dialogue. In contrast, remaining behind large desks, crossing arms, or focusing on personal devices reinforces power distance, discouraging participative engagement from subordinate team members.

24. (A) Direct eye contact, slight forward lean, and affirmative head nodding
Active listening is conveyed through specific cluster cues including direct eye contact, leaning forward, and affirmative head nodding. Eye contact demonstrates focused attention, leaning forward indicates spatial engagement, and head nods signal comprehension and encouragement. Combined, these non-verbal behaviors confirm respect and attentive involvement during formal conflict resolution discussions.

NODIA

25. (A) Both A and R are true and R is the correct explanation of A
During crisis situations, staff members look to executive leadership for signals regarding safety and control. Leaders who regulate non-verbal cues project composure, preventing panic. Because non-verbal behaviors are perceived as accurate reflections of real emotion, a calm demeanor validates spoken assurances, reinforcing trust and structured responses during organizational emergency management.

26. (B) The facial expressions and body language used
According to Albert Mehrabian's communication research, when messages involving feelings or attitudes are ambiguous or contradictory, non-verbal channels carry dominant weight. Specifically, receivers interpret intent based predominantly on facial expressions and body language, followed by vocal tone, with actual spoken words contributing the smallest proportion to overall emotional message interpretation.

27. (A) Sitting quietly at the back with a relaxed posture and a reassuring smile
Supervisory observation can induce anxiety if non-verbal behaviors appear critical. Sitting quietly at the rear of a classroom with a relaxed posture and reassuring smile transmits non-verbal support, reducing stress for a teaching instructor. Negative cues like constant frowning

official records. Oral communication excels when immediate feedback, active persuasion, and interpersonal rapport are primary objectives. Routine administrative rules and compliance directives should be transmitted through written formats, rather than orally, to guarantee standardized compliance and statutory audit validity.

46. (C) An oral, face-to-face mediation session in a private setting
Interpersonal conflict resolution requires face-to-face oral communication in a private setting. Direct speech allows participants to express emotions, clarify misunderstandings, gauge tone, and observe body language in real time. Written reprimands or public circulars can escalate defensiveness, whereas private mediation fosters mutual empathy, active listening, and constructive organizational problem-solving.

47. (B) In writing, through a formal official order
Suspension orders carry severe legal, administrative, and financial implications for an employee's service status. Standard administrative rules mandate that such formal disciplinary actions must be communicated in writing through an official order. Written issuance establishes the exact date, legal grounds, and conditions of suspension, serving as valid official legal documentation.

48. (D) Hold a face-to-face meeting to address anxieties, followed by a detailed written document.
Sensitive administrative decisions causing anxiety require a balanced communication approach. Face-to-face meetings provide a platform to address emotional concerns, clarify intentions, and offer psychological reassurance through active dialogue. Subsequently providing detailed written documentation ensures operational clarity, maintains legal records, and eliminates ambiguity regarding implementation procedures and formal administrative organizational directives.

49. (A) Written communication documents and formalizes oral deliberations.
Minutes of the Meeting convert verbal deliberations and oral agreements into permanent written records. Documenting meeting discussions formalizes decisions, assigns administrative tasks, establishes operational deadlines, and creates an authoritative reference for future compliance. This written documentation ensures accountability, prevents memory decay, and provides documentary proof of formal institutional administrative proceedings.

50. (A) I, II, and III only
Selecting communication channels requires aligning message goals with medium attributes. Written communication is suitable for deadline-driven actions and standard operating procedures because it provides explicit, referenceable details. Oral communication is best for sensitive or emotional issues, enabling empathetic dialogue. However, establishing an audit trail requires written documentation, not oral exchanges.

51. (A) Subordinates to superiors
Upward communication flows bottom-up through administrative structures, moving from lower-level staff members toward higher management. In institutional settings, this flow originates from teachers, support staff, or lower administrative personnel and reaches department heads or executive leaders. Upward communication provides decision-makers with operational reports, feedback, suggestions, and formal employee grievance submissions.

52. (D) A grievance redressal committee or suggestion box
Suggestion boxes and grievance redressal committees are structured mechanisms designed specifically to facilitate upward communication. They offer staff members formal channels to transmit feedback, operational complaints, and innovative ideas directly to executive leadership. Assemblies, standing orders, and circulars represent downward communication tools used by top management to deliver official directives.

53. (B) Provide management with feedback, progress reports, and grievances
The main managerial purpose of upward communication is feeding operational insights, performance reports, and employee feedback to management. It informs leaders about classroom progress, administrative bottlenecks, and staff morale. Upward feedback enables executive leaders to evaluate policy effectiveness, identify systemic issues early, and make informed strategic administrative adjustments.

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management through proper administrative channels, typically through the institutional head. Bypassing established channels by sending direct personal emails to top executives or posting on public media violates service conduct, undermines administrative hierarchy, and compromises formal administrative record-keeping protocols.

91. (A) Feeding accurate info into formal channels to prevent rumors.
Effective administrators do not attempt to suppress informal grapevine communication, as informal networking is natural. Instead, leaders manage the grapevine by proactively publishing timely, accurate information through formal channels. Proactive communication fills information vacuums, refutes false rumors, maintains organizational credibility, and neutralizes anxiety across the general institutional workforce.

92. (C) Participative communication integrating community stakeholders.
Communication between a School Management Committee and administrative leadership represents participative communication involving external stakeholders. SMCs integrate parents, community members, and local representatives into governance. Interaction with these bodies is not purely hierarchical command, but a collaborative dialogue aimed at institutional development, resource accountability, and broad community engagement.

93. (D) A feedback loop from receiver to sender
The defining characteristic separating two-way communication from one-way communication is the feedback loop. In one-way transmission, information travels solely from sender to receiver without response. Two-way communication requires a feedback loop, enabling the receiver to respond, ask questions, and confirm comprehension, transforming message delivery into an interactive dynamic exchange.

94. (C) A Principal posting the holiday schedule on the school notice board
Posting a notice or holiday schedule on an official board represents one-way communication. The sender broadcasts information publicly without expecting or providing an immediate mechanism for receiver feedback. In contrast, meetings, disciplinary hearings, and syllabus discussions involve two-way exchanges where participants continuously send and receive feedback during active personal interaction.

95. (B) Ensures greater accuracy and mutual understanding.
The main advantage of two-way communication over one-way transmission is enhanced message accuracy and mutual understanding. By establishing a feedback channel, two-way communication allows receivers to seek clarification and enables senders to confirm that their intended meaning was understood, correcting misunderstandings and improving overall administrative task execution.

96. (D) It can be time-consuming and may lead to arguments.
A recognized managerial drawback of two-way communication is that it requires more time and can lead to debate or conflict. Allowing feedback invites questions, counter-arguments, and discussions that slow decision implementation. While two-way exchanges ensure thorough understanding, administrators must manage time constraints during urgent or routine administrative directive rollouts.

97. (A) Giving immediate "stop" commands to students during a fire drill
One-way communication is appropriate during emergency crises, such as issuing safety evacuation orders during a fire drill. Emergency directives require immediate, unquestioning compliance where speed is critical. Interactive two-way dialogue in emergency contexts introduces dangerous delays and confusion, making one-way command transmission essential for rapid collective institutional action.

98. (C) Transactional communication model
The shift from viewing communication as linear one-way transmission to an interactive two-way process is represented by the transactional model. This model conceptualizes communication as a dynamic process where participants act simultaneously as senders and receivers, creating shared meaning through continuous feedback, contextual influences, and continuous non-verbal organizational interactions.

99. (A) Didactic lecture method
The didactic lecture method relies heavily on one-way communication, where the instructor

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63. (B) Autocratic or Directive management
An environment dominated by downward communication with minimal upward feedback reflects an autocratic or directive management style. Autocratic leaders issue orders and enforce strict compliance without seeking input or suggestions from subordinates. This top-down orientation treats communication as one-way command, suppressing participative governance and constructive employee voice.

64. (D) It originates at lower organizational levels and flows towards executive leadership.
Downward communication flows exclusively from upper management down to lower operational levels. Stating that downward communication originates at lower levels and moves toward executive leadership is incorrect, as that trajectory defines upward communication. Downward channels rely on top-down instruments like circulars, administrative manuals, notices, and official procedural guidelines.

65. (A) Individuals or departments operating at the same hierarchical level
Lateral or horizontal communication occurs between individuals, peers, or departments that operate at the same administrative level within an organization. It facilitates horizontal information exchange, inter-departmental task coordination, problem-solving, and peer support without needing to route routine communications up and down the formal administrative scalar chain hierarchy.

66. (C) The Science HOD meeting the Math HOD to schedule exams without overlap
Communication between two department heads operating at equivalent administrative levels represents lateral communication. When subject heads collaborate directly to align examination schedules and prevent logistical overlaps, they interact as horizontal peers. This peer-level coordination streamlines operational workflows without requiring top management intervention for routine institutional administrative adjustments.

67. (A) Facilitate coordination and problem-solving among peers
The main purpose of lateral communication is facilitating peer-level coordination, joint task integration, and collaborative problem-solving across functional units. It enables equal-status personnel to share resource data, align schedules, and resolve operational conflicts directly, enhancing overall organizational efficiency and reducing unnecessary vertical scalar administrative communication channels.

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68. (D) Lateral communication
When committee leaders and functional coordinators at equal organizational levels confer to synchronize event logistics, they engage in lateral communication. Inter-departmental coordination among peers prevents resource friction, schedule collisions, and operational failures. Lateral exchanges allow functional units to integrate plans efficiently without bottlenecking central executive leadership management.

69. (B) Departments hoard information and refuse peer collaboration.
The silo mentality refers to a barrier where individual departments isolate themselves, hoard operational information, and refuse to collaborate with peer units. This mentality severely hinders lateral communication, creating inter-departmental rivalry and friction. Organizations overcome silo dynamics by encouraging cross-functional projects, shared goal structures, and open horizontal administrative communication.

70. (A) Both A and R are true and R is the correct explanation of A
Henri Fayol introduced the Gang Plank concept to allow direct lateral communication between peers in different departments during urgent situations. Bypassing the strict scalar chain for routine horizontal coordination prevents unnecessary operational delays. The Gang Plank maintains organizational efficiency, provided direct supervisors are kept informed and grant prior authorization for the lateral bridge.

71. (D) Lateral communication
Professional Learning Communities and peer mentoring programs are institutional structures established to foster lateral communication among educators. They provide formal platforms for teachers operating at similar levels to share pedagogical strategies, collaborate on curriculum design, and solve instructional challenges, thereby enhancing collective professional expertise through horizontal peer resource exchange.

54. (C) Subordinates altering or omitting negative info to appease superiors
Filtering in upward communication occurs when subordinates intentionally edit, alter, or suppress negative information before passing reports up the hierarchy. Driven by fear of reprimand or desire to please superiors, employees highlight positive outcomes while hiding operational problems. Filtering distorts administrative reality, preventing executive management from receiving accurate operational information.

55. (A) Both A and R are true and R is the correct explanation of A
Authoritarian leadership severely restricts upward communication flows because central decision-makers demand compliance rather than input. Subordinates operating under autocratic leaders frequently experience fear of punishment, leading to suppression of grievances, constructive criticism, and innovative ideas. Consequently, authoritarian management climates foster heavy information filtering and inhibit honest upward organizational feedback.

56. (A) Higher staff morale and early detection of administrative problems
An institutional climate that actively encourages upward communication builds trust and enhances staff morale. When lower-level personnel feel comfortable sharing feedback without fear, operational deficiencies and administrative challenges are identified early. Open upward dialogue enables proactive problem-solving, enhances job satisfaction, and improves organizational decision-making across all formal institutional levels.

57. (B) Upward accountability
Utilizing formal administrative grievance provisions forces upward accountability within an organizational hierarchy. By invoking official grievance rules, an employee compels management to review administrative actions, explain decisions, and demonstrate regulatory compliance. This upward flow requires executive leadership to remain accountable to staff and maintain transparent administrative personnel procedures.

58. (B) Downward communication
Information flowing down the scalar chain from higher educational authorities to school administrators and down to operational staff constitutes downward communication. This direction is used by administrative leaders to issue directives, pass policy instructions, clarify operational tasks, and monitor compliance across lower administrative tiers within the educational organization.

59. (A) An annual report submitted by the Principal to a senior administrative officer
Downward communication originates at upper management levels and moves down to subordinates. Job descriptions, performance evaluations given to teachers, and student handbooks flow downward. Conversely, an annual report submitted by a school principal to a senior zonal officer flows from a subordinate to a superior, representing upward organizational communication.

60. (C) Provide direction, explain policies, clarify roles, and assign tasks
The main function of downward communication is giving direction, outlining policies, assigning specific duties, and explaining institutional goals to staff members. Management uses downward channels like memos, guidelines, and manuals to maintain administrative order, communicate expectations, and align lower-level operational activities with overarching organizational institutional objectives.

61. (D) Message distortion, loss of detail, and delayed transmission
Over-reliance on extended downward communication chains risks information distortion, loss of detail, and transmission delays. As directives pass through multiple managerial layers without interactive dialogue, key details are filtered out or misconstrued. Additionally, lengthy scalar chains delay time-sensitive instructions, leading to administrative inefficiency at lower operational staff levels.

62. (C) Explaining how tasks relate to broader institutional goals
Providing rationale in downward communication means explaining why specific tasks or policies are being implemented and how they align with broader institutional goals. When management clarifies the reasoning behind directives, employees understand the purpose of their work, increasing job commitment, compliance, and motivation while reducing operational workplace resistance.

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information sequentially upward or downward. In organizational administration, this rigid pattern is most effective for transmitting official policy orders, administrative regulations, and executive directives downward, ensuring that messages travel through formal channels of authority without unauthorized administrative deviation.

82. (C) A committee of teachers freely exchanging ideas at a round table.
An all-channel communication network exists when group members interact unrestricted in a multi-directional manner. A committee meeting at a round table where participants freely exchange thoughts, evaluate ideas, and engage in open dialogue exemplifies this network. This pattern encourages democratic participation, equal involvement, and collaborative decision-making within professional institutional groups.

83. (A) Grapevine
The informal, unofficial communication network operating within an organization is universally known as the grapevine. Running parallel to formal channels, the grapevine transmits rumors, personal opinions, and unofficial information rapidly across departments. While fast, grapevine communication is prone to distortion, requiring management to monitor it and supply accurate formal facts.

84. (D) Hierarchical chain
Grapevine networks operate through four recognized informal patterns: single-strand chain, gossip chain, probability chain, and cluster chain. A hierarchical chain is a formal management network based on authority, not an informal grapevine pattern. Therefore, the hierarchical chain is excluded from recognized classifications of informal organizational grapevine communication networks.

85. (A) Both A and R are true and R is the correct explanation of A
The wheel communication network is efficient for solving simple, routine tasks rapidly. In a wheel pattern, a central manager receives all incoming information, processes data centrally, and issues direct solutions to peripheral members. This centralized coordination prevents confusion, speeds routine decision-making, and maintains strong centralized operational control over simple administrative tasks.

86. (C) Director → District Officer → Zonal Officer → Principal → HOD → Teacher
In public educational administration, formal downward authority flows sequentially through specific jurisdictional ranks. Top policy directives originate at the Director level, pass to District Officers, move to Zonal Officers, reach the school Principal, pass to Department Heads, and finally reach classroom Teachers. This sequential ordering reflects the formal administrative scalar chain.

87. (D) Serve as a subordinate to superiors and a superior to teachers, bridging both levels.
Rensis Likert's Linking Pin model describes leaders who belong to two overlapping organizational groups. A Head of Department serves as a subordinate to executive leadership and as a superior to departmental teachers. By occupying both roles, the linking pin integrates upward and downward communication, ensuring alignment, task coordination, and effective information flow across organizational tiers.

88. (A) Communicate directly with teachers through an interactive session.
When intermediate managers fail to communicate downward policies effectively, top leaders must bridge the communication gap by engaging directly with ground-level staff. Hosting interactive sessions enables administrators to explain policy goals directly, answer questions, clear misconceptions, and ensure uniform implementation, bypassing bottlenecks caused by passive intermediaries in the formal administrative chain.

89. (B) Facilitate multidirectional flow (downward, upward, and lateral) simultaneously.
General staff meetings serve as dynamic communication nodes because they facilitate multi-directional communication simultaneously. Top leadership delivers downward policy decisions, employees present upward feedback and grievances, and colleagues engage in lateral coordination. This multi-channel interaction aligns institutional goals, resolves operational issues, and fosters participative governance across the entire organization.

90. (B) The proper channel (routing through the Head of School)
Public conduct rules mandate that employees route official representations to higher

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unambiguous documentary proof of directives, policy policies, and organizational decisions. This permanence minimizes future disputes, provides clear guidelines for compliance, and ensures long-term operational continuity across organizational administrative transitions.

37. (B) It is time-consuming to draft and lacks immediate feedback.
A primary limitation of written communication is the time required to draft, review, format, and transmit written materials. Furthermore, written communication lacks immediate feedback loops, delaying mutual clarification if receivers misunderstand content. Unlike face-to-face speech, written mediums cannot adapt instantaneously to recipient emotional responses or real-time verbal questions.

38. (C) Establish a formal documentary trail for potential disciplinary proceedings.
Formal disciplinary procedures require documentary evidence to uphold administrative justice and regulatory compliance. Issuing a written warning creates an official record documenting misconduct and prior warnings. This written audit trail is indispensable during administrative inquiries, formal appeals, or legal challenges, protecting institutional integrity while establishing clear procedural fairness.

39. (D) The message involves detailed technical instructions or complex numerical data.
Written communication is superior when transmitting complex technical details, intricate policy procedures, or numerical data. Written text allows receivers to read, re-read, analyze, and reference detailed information at their own pace. For complex operational frameworks, written documentation eliminates recall errors and ensures uniform interpretation across an entire organization.

40. (A) Both A and R are true and R is the correct explanation of A
Delegation of administrative authority requires written clarity to define duties, decision-making boundaries, and operational accountability. Written documentation provides official authorization, preventing jurisdictional overlaps and role ambiguity. Clearly defined written responsibilities ensure that organizational members understand their delegated powers and reporting lines within the formal institutional administrative structure.

41. (B) It lacks non-verbal cues, risking misinterpretation of tone as harsh.
Email lacks non-verbal components such as vocal tone, facial expressions, and body gestures. When negative performance feedback is delivered strictly via written email, the absence of paralinguistic tone increases the risk that the message will be perceived as overly harsh, cold, or punitive, leading to defensiveness and misinterpretation of intent.

42. (B) Advantage – Highly effective for conveying emotional nuance and empathy
Written communication is generally poor at conveying emotional nuance, empathy, and interpersonal warmth because it strips away vocal inflection, posture, and facial expressions. While written channels excel at accuracy, permanence, and pre-transmission editing, relying on written text to convey delicate emotional nuances often leads to coldness or misconstrued emotional intent.

43. (A) A written circular or email to the teaching staff
Routine, objective administrative updates—such as schedule changes—are most efficiently communicated through written circulars or emails. Written channels deliver consistent details simultaneously to all affected personnel, avoiding operational disruption caused by unnecessary meetings. It also provides a clear written reference that staff can consult as needed for daily operational guidance.

44. (C) Conduct a face-to-face discussion supported by written handouts.
Complex educational frameworks require a combined communication strategy. Face-to-face discussion allows administrators to explain concepts, gauge comprehension, address concerns, and foster dialogue. Accompanying written handouts provide detailed references for long-term study. Combining oral engagement with written documentation leverages the immediate interactivity of speech alongside precise written technical documentation.

45. (A) I and II only
Written communication is preferred for reaching large, dispersed audiences and establishing

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delivers structured spoken information while students passively receive content. Unlike interactive discussion, inquiry-based learning, or cooperative group methods, didactic lecturing minimizes student feedback loops during instruction, prioritizing direct informational transmission from classroom teacher to learner.

100. (D) The receiver confirms understanding and acts in alignment.
Successful two-way communication occurs when the receiver decodes the message as intended and aligns their subsequent actions accordingly. Confirmation of understanding through feedback and consistent action proves that shared meaning was achieved. Without behavioral alignment or explicit acknowledgment, communication remains incomplete regardless of how clearly the sender transmitted the initial directive.

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R. Broadcasting a sudden holiday announcement

List II: (ICT Solution)

1. Bulk SMS
2. Cloud-based document editor
3. Data analytics software

(A) P-1, Q-2, R-3
(B) P-3, Q-1, R-2
(C) P-2, Q-3, R-1
(D) P-2, Q-1, R-3

47. "Workflow automation" in a government school office refers to:
(A) Procuring autonomous robotic equipment for cleaning physical school premises and grounds
(B) Automatically populating missing student attendance entries when teachers neglect manual logging
(C) Configuring grading systems to automatically promote all enrolled students regardless of marks
(D) Using digital rules to route administrative files to appropriate desks automatically

48. A Principal implements a new digital record system, but the administrative staff resists using it, citing it takes too long to learn. To improve administrative efficiency, the Principal should:
(A) Abandon digital initiatives and revert immediately to traditional manual paper systems to preserve staff harmony.
(B) Initiate formal disciplinary proceedings under statutory service rules against staff demonstrating tech hesitation.
(C) Provide targeted ICT training and appoint peer mentors to build staff skills.
(D) Engage external private contractors on a permanent basis to execute routine administrative data entry tasks.

49. The transition to real-time data entry in the school MIS has a direct cause-and-effect relationship with:
(A) A substantial reduction in total annual electricity consumption across campus
(B) Enhanced evidence-based policy formulation at the Directorate level
(C) A permanent reduction in the physical land area required by the institution
(D) An official expansion of prescribed academic syllabus for primary school grades

50. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):

Assertion (A): Adopting robust ICT infrastructure in school administration often involves high initial capital expenditure but results in long-term operational efficiency.

Reason (R): ICT solutions streamline workflows, reduce consumable costs (like paper), and mitigate expensive administrative errors over time.

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

51. The official video conferencing platform provided by the National Informatics Centre (NIC) for secure government meetings is:
(A) BharatVC / NIC-VC
(B) Zoom
(C) Google Meet
(D) Skype

52. Which of the following is NOT considered standard etiquette or protocol for hosting an official virtual staff meeting?
(A) Mutting all non-speaking participants to prevent audio feedback and background noise
(B) Circulating the agenda and relevant documents via email prior to the meeting
(C) Sharing the meeting link publicly on social media to ensure maximum reach
(D) Using a neutral, professional background and ensuring adequate lighting

53. In the context of a school's IT network used for virtual meetings, "bandwidth" refers to:
(A) The maximum data transfer rate of a network
(B) The physical dimensions of a desktop display monitor screen
(C) The initial time latency preceding network data packet transmission
(D) The total available storage capacity on a localized network server

54. A Principal wishes to record a virtual disciplinary committee meeting. As per administrative norms, what is the most critical prerequisite?
(A) Mandating that the meeting video recording be uploaded to public social video platforms
(B) Recording audio streams exclusively while systematically disabling video capture

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(C) P-3, Q-1, R-2
(D) P-2, Q-1, R-3

8. Which of the following statements regarding the implementation of e-governance in Delhi government schools is incorrect?
(A) It facilitates real-time tracking of school budget allocations, fund utilization, and financial records.
(B) It provides a centralized electronic database for administrative planning, monitoring, and policy formulation.
(C) It eliminates the requirement to maintain physical registers before e-Office implementation.
(D) It enables quicker, seamless dissemination of official departmental circulars and notices to all schools.

9. The successful deployment of e-governance in school administration relies heavily on "Business Process Re-engineering" (BPR). What does BPR entail in this context?
(A) Simply converting existing physical paper forms directly into static digital PDF document formats
(B) Outsourcing all routine administrative and clerical tasks entirely to external private IT vendors
(C) Purchasing high-end server hardware and infrastructure solely for legacy paper record storage
(D) Redesigning and streamlining administrative workflows prior to digitizing them

10. A Principal notices that despite implementing a new online leave management module, teachers continue to submit physical applications, causing duplication of work. What is the most appropriate administrative action?
(A) Conduct a staff training workshop and establish a firm cutoff date for paper applications.
(B) Reject all leave requests unconditionally until all teachers demonstrate proficiency in using the new online portal.
(C) Issue an official show-cause notice to the entire teaching staff for non-compliance with institutional guidelines.
(D) Permanently abandon the online module on the grounds that digital workflows are unsuitable for school culture.

11. The official web portal utilized by the Directorate of Education, GNCTD, for all major administrative and academic communications is known as:
(A) E-Pathshala
(B) Edudel
(C) Shala Darpan
(D) Vidyalaya Patrika

12. Consider the following statements regarding the Edudel portal utilized by Delhi Government Schools:
I. It hosts the Management Information System (MIS) for real-time tracking of student enrollment.
II. It provides public access to the personal service records of all teaching staff.
III. It is used to generate unique Student IDs for newly admitted students.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

13. In the Management Information System (MIS) of Delhi government schools, the generation of a unique Student ID serves which primary administrative purpose?
(A) To prevent duplicate enrollments and track student movement across schools
(B) To generate standardized personal internet access credentials for student online portal usage
(C) To link student bank accounts directly to central examination boards for financial transactions
(D) To track the continuous real-time spatial location of students throughout official school hours

14. Which of the following is NOT typically a module accessible to a Head of School via the official departmental MIS portal?
(A) Managing staff transfer and posting applications
(B) Tracking school budget allocation and departmental expenditures
(C) Accessing political party intelligence dossiers
(D) Monitoring employee daily attendance and leave sanctioning

15. Identify the correct pair regarding digital tools and their administrative utility in Delhi schools:

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(A) CALTOONZ – Electronic payroll generation and salary processing
(B) E-Patrika – Online student assessment and continuous evaluation
(C) UDISE+ – Internal daily messaging and communication among staff
(D) MIS Employee Module – Staff relieving and joining

16. Arrange the typical steps involved in the online processing of Plan Admissions (EWS/DG category) through the centralized portal:
I. Verification of documents at the allotted school
II. Declaration of computerized draw of lots
III. Online registration and choice filling by parents
IV. Updating the admission status on the school MIS module
(A) III, II, I, IV
(B) I, III, II, IV
(C) III, I, II, IV
(D) II, III, I, IV

17. When a teacher is transferred from School A to School B, what is the mandatory digital administrative procedure the Principal of School A must perform?
(A) Delete the teacher's profile from the central database
(B) Relieve the teacher online through the MIS portal to enable joining at School B
(C) Email a scanned copy of the relieving order to the Directorate only
(D) Hand over the physical service book directly to the teacher without digital updates

18. E-Governance tools in Delhi Government Schools have streamlined the PM POSHAN (Mid-Day Meal) scheme by requiring schools to digitally update:
(A) The recipes used by the central kitchen
(B) The nutritional breakdown of every grain supplied
(C) The biometric attendance of the delivery personnel
(D) The daily number of students who consumed the meal

19. The digital dissemination of circulars through the Edudel portal has primarily resulted in:
(A) Eliminating information gaps between the Directorate and schools
(B) Increasing printing costs across all administrative zonal offices
(C) Decreasing institutional accountability among appointed Heads of Schools
(D) Rendering statutory School Management Committees completely redundant

20. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): The implementation of a centralized online MIS in schools drastically reduces data redundancy.
Reason (R): Centralized databases allow multiple departments to update separate, independent copies of the same student record.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

21. The transition from physical Service Books to e-Service Books for government employees is designed to achieve:
(A) Secure, tamper-proof, and retrievable maintenance of service records
(B) Complete elimination of Fundamental Rules governing public service conditions
(C) Delegation of service record maintenance entirely to individual employees
(D) Public disclosure of all confidential employee disciplinary proceedings

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22. Which of the following represents the most accurate statement regarding the digitization of legacy records in a school?
(A) Digitized electronic records possess no legal validity unless accompanied by physical originals at all times.
(B) Digitization requires destroying all historical physical records immediately following the scanning process.
(C) Legacy records must be digitized exclusively by teaching staff during their unassigned non-teaching periods.
(D) Proper metadata indexing is essential during digitization to ensure future retrievability.

23. In an electronic Leave Management System, the role of the Head of School (as the sanctioning authority) is to:
(A) Verify the employee's physical presence before approving earned leave
(B) Digitally process the application based on

leave credit automatically calculated by the system
(C) Manually recalculate the leave balance and update the physical register before logging into the system
(D) Share the employee's leave pattern on the public school portal

24. Despite the push for digital record-keeping, which of the following financial documents must still possess physical authentication (or a legally valid digital signature equivalent) as per General Financial Rules (GFR)?
(A) The daily timetable
(B) The library book issue register
(C) The Cash Book and paid vouchers
(D) The student house allotment list

25. Consider the following benefits of utilizing a cloud-based Student Information System over a locally hosted server in a school:
I. Elimination of physical server maintenance costs for the school
II. Real-time access to data from multiple geographical locations
III. Automatic remote data backups mitigating disaster recovery risks
IV. Complete immunity from cyber-attacks and phishing attempts
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, II, and IV only
(C) II, III, and IV only
(D) I, III, and IV only

26. In digital database management for school records, "Data Redundancy" refers to:
(A) Storing identical data in multiple separate locations, causing inconsistencies
(B) Encrypting institutional data files using standard security keys to prevent unauthorized access
(C) Executing automated processes for securely overwriting and deleting obsolete system files
(D) Performing routine scheduled backups of administrative data to an offsite secondary server

27. Identify the incorrect pair regarding the types of digital records and their general administrative usage:
(A) E-Attendance Register – Daily monitoring of student absenteeism
(B) E-Portfolio – Tracking the school's electricity consumption
(C) Digital Contingent Register – Tracking day-to-day petty expenditures
(D) Digital Stock Register – Managing consumable and non-consumable inventory

28. A school's local computer crashes, and the clerk informs the Principal that the last two years of localized admission data are lost because no backups were taken. To prevent this administrative failure in the future, what is the best structural solution?
(A) Purchase a high-specification local computer with larger storage capacity for administrative clerical use.
(B) Enforce cloud backups and mandate direct use of the centralized MIS portal.
(C) Shift administrative operations back exclusively to traditional paper-based admission registers.
(D) Deduct financial penalties corresponding to the lost data directly from the clerk's monthly salary.

29. When implementing an e-Office system in school administration, the "file tracking system" (FTS) is primarily used for:
(A) Monitoring file movement and pending actions across administrative desks
(B) Tracking real-time GPS locations of departmental postal dispatch riders
(C) Monitoring daily attendance and commuting hours of all school staff members
(D) Scanning barcode labels and checking physical school library book inventory

30. Which of the following correctly describes a critical requirement for maintaining digital financial records in a school?
(A) They must be made universally accessible to all school staff to foster administrative transparency.
(B) They must be permanently deleted at the close of each financial year to preserve digital storage space.
(C) They must maintain an automated audit trail logging all entry modifications.
(D) They require no routine financial reconciliation with physical bank account statements and passbooks.

31. The primary advantage of utilizing a Bulk SMS system by the school administration is:

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61. The UDISE+ (Unified District Information System for Education Plus) portal is a vital national database. Which of the following categories of data is heavily emphasized in its data capture format for schools?
(A) School infrastructure, student enrollment, and teacher profile data
(B) Detailed personal financial investments and asset declarations of teaching faculty
(C) Political affiliations and voting histories of School Management Committee members
(D) Daily nutritional menus and catering schedules of school cafeteria services

62. Which statement correctly identifies the administrative benefit of real-time synchronization between the school-level MIS and the central Directorate database?
(A) It permits institution heads to modify historical administrative data without central departmental oversight.
(B) It intentionally defers departmental policy formulation activities until the close of the academic year.
(C) It ensures resource allocations are based on current, accurate student strength.
(D) It strictly prevents parent stakeholders from inspecting student attendance records on official portals.

63. Under the Human Resource Management System (HRMS) adopted by the government, managing a teacher's deputation to another department requires the Principal to digitally update the staff database to:
(A) Formally terminate the deputed government employee's official service records entirely
(B) Reallocate accumulated employee GPF balances directly into local school contingency funds
(C) Permanently expunge all existing disciplinary and administrative proceeding records from the system
(D) Mark the employee 'on deputation' to correctly track salary and service continuity.

64. Which of the following data points is typically NOT captured in a standard Student Management Information System (MIS)?
(A) Student Aadhar numbers subject to statutory consent and demographic details
(B) Consolidated annual and terminal academic examination performance grades
(C) Personal social media account passwords
(D) Socio-economic categories including SC, ST, OBC, and CWSN for scholarship mapping

65. In the context of school data management, "Data Integrity" implies:
(A) Applying extreme encryption protocols such that even authorized heads of institution cannot read stored records
(B) Ensuring data remains accurate, consistent, and unaltered during storage and transfer
(C) Mandating the storage of all administrative and academic data exclusively on traditional physical paper ledgers
(D) Commercializing student database records by selling them to external educational technology vendors ethically

66. Identify the correct pair regarding the modules in UDISE+ and their target data:
(A) Section 1 (School Profile) – Collects detailed individual student terminal academic examination grades
(B) Section 3 (Teaching Staff) – Collects information on historical alumni financial contributions and donations
(C) Section 4 (Enrollment) – Collects statistical data on the total strength of non-teaching administrative staff
(D) Section 2 (Physical Facilities) – Collects infrastructure, utility, and lab data

67. Consider the following statements regarding the role of the Principal as the Data Validation Officer for school databases (like UDISE+):
I. The Principal is legally responsible for certifying the authenticity of the data submitted.
II. Discrepancies in data submission can lead to incorrect release of Samagra Shiksha grants.
III. The Principal can delegate the digital signing authority to a guest teacher.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

68. When consolidating the student database, the MIS flags multiple records with identical names, dates of birth, and parent names, but different student IDs. Logically, what is the most sound administrative step?
(A) Purge all flagged student records from the database immediately to eliminate system

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39. Which of the following statements about online Parent-Teacher Meetings (PTMs) is incorrect?
(A) They eliminate geographical barriers for working parents unable to travel.
(B) They replace all statutory obligations for physical community interaction.
(C) They require strict adherence to scheduling to manage virtual waiting room queues efficiently.
(D) They demand basic digital literacy from both participating teachers and parent stakeholders.

40. A parent files a complaint that they did not receive the urgent digital alert regarding school closure. Upon checking the MIS, the Principal finds the parent's phone number was updated locally by the teacher but not synced with the central portal. What is the appropriate administrative remedy?
(A) Formally reprimand the parent for neglecting to physically inspect the school administrative notice board daily.
(B) Discontinue the automated SMS messaging service permanently on the grounds that digital delivery is inherently unreliable.
(C) Establish an SOP ensuring local contact updates are immediately synced with the central MIS.
(D) Direct the responsible class teacher to personally purchase and dispatch private SMS packs at their own expense.

41. The integration of automated timetable generation software in school administration primarily impacts efficiency by:
(A) Automatically evaluating subjective and objective student examination answer scripts
(B) Generating standardized random lesson plans and instructional strategies for teachers
(C) Permanently removing the institutional need for daily substitute teacher arrangements
(D) Rapidly resolving timetable conflicts and optimizing teaching staff allocation

42. Consider the following statements regarding the impact of ICT on administrative resource allocation:
I. It reduces the time spent by staff on repetitive clerical tasks.
II. It allows data-driven decision-making for optimal budget utilization.
III. It completely removes the need for human oversight in financial auditing.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

43. The primary administrative benefit of using ICT for school inventory management (e-Stock registers) is:
(A) Eliminating institutional requirements to procure physical classroom materials and equipment
(B) Real-time stock tracking to prevent loss or unnecessary over-procurement
(C) Permitting individual students to place direct purchase orders with external commercial vendors
(D) Bypassing statutory General Financial Rules provisions during institutional procurement procedures

44. Among the following administrative areas, which is LEAST directly optimized by basic ICT workflow automation?
(A) Consolidation of continuous and comprehensive evaluation (CCE) results
(B) Resolution of nuanced interpersonal conflicts among staff members
(C) Issuance of standard transfer certificates
(D) Generation of monthly staff payroll reports

45. A Principal mandates the use of linked spreadsheets with predefined macros for consolidating terminal examination results. The most likely administrative rationale for this is to:
(A) Minimizing calculation errors and rapidly generating analytical reports
(B) Evaluating the technical computer proficiency of language and humanities faculty
(C) Intentionally delaying result publication schedules to ensure thorough manual auditing
(D) Obscuring evaluation criteria to restrict parent comprehension of assessment frameworks

46. Match the administrative task in List I with the appropriate ICT solution in List II:
List I: (Administrative Task)
P. Drafting a joint departmental report collaboratively
Q. Analyzing student performance trends over five years

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(A) Conducting detailed pedagogical assessments
(B) Enabling deep two-way qualitative discussions between parents and teachers
(C) Replacing the need for the School Management Committee
(D) Instantaneous, one-way mass dissemination of urgent information to parents

32. Which digital communication method is most appropriate for a Principal to securely share a student's detailed Holistic Progress Card and personalized feedback with a parent?
(A) Broadcasting the progress report publicly on the school's official social media platform
(B) Sending the document in an open instant messaging group containing all class parents
(C) Sending it via a secured, password-protected portal or official school app
(D) Dictating details over a standard phone call without verifying the recipient's identity

33. While third-party instant messaging apps are frequently used for quick communication, they are often discouraged for official transmission of sensitive administrative documents primarily due to:
(A) Excessive monetary subscription fees charged for basic institutional messaging services
(B) Data privacy risks, weak security, and lack of official audit trails
(C) Technical limitations preventing the transmission of standard digital document and image files
(D) Mandatory reliance on high-speed dedicated enterprise broadband network connections

34. An automated student attendance notification system linking biometric or RFID inputs to parent SMS is an example of using IT to:
(A) Systematically increase the administrative clerical workload of the class teacher
(B) Conduct continuous summative academic evaluations of student learning outcomes
(C) Track and evaluate the classroom pedagogical effectiveness of teaching personnel
(D) Ensure prompt updates regarding student safety and punctuality

35. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Schools are increasingly utilizing dedicated mobile applications instead of generic messaging apps for parent-teacher communication.
Reason (R): Dedicated applications offer structured, secure, and officially auditable communication channels while protecting user privacy.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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36. To address linguistic barriers when communicating with a diverse parent demographic in Delhi, an effective school communication portal should ideally feature:
(A) High-level academic English terminology to maintain standards
(B) Audio-only announcements in a single regional language
(C) Multilingual support and integrated translation tools
(D) Mandatory typing tests for parents before accessing notices

37. When digitally issuing notices for a School Management Committee (SMC) meeting, the Principal must ensure:
(A) A read-receipt or acknowledgment mechanism confirms notice delivery to members
(B) The meeting notification is dispatched exactly one hour prior to scheduled session commencement
(C) The detailed meeting agenda is strictly withheld from participants until virtual proceedings begin
(D) Invitation lists are restricted exclusively to committee members possessing high-end smartphones

38. Identify the correct statement regarding asynchronous vs. synchronous digital communication in schools:
(A) Conducting a live interactive virtual Parent-Teacher Meeting serves as a prime example of asynchronous communication.
(B) Distributing a weekly printed or emailed newsletter to parents represents a standard form of synchronous communication.
(C) Asynchronous communication channels strictly require both participating parties to remain active online simultaneously.
(D) A recorded principal's video message sent to parents is asynchronous communication.

functions
(C) Editing and modifying recorded session files prior to depositing them into institutional archives
(D) Formally notifying participants or obtaining explicit consent prior to recording

55. Consider the following guidelines for hosting secure virtual administrative meetings:
I. Utilizing waiting room features to screen participants before entry.
II. Enforcing strong password protection for joining the meeting link.
III. Locking the meeting room once all scheduled attendees have joined.
IV. Allowing screen-sharing rights to all participants by default.
Which of the guidelines are recommended for secure administration?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

56. During a mandatory online School Management Committee (SMC) meeting, the virtual platform experiences severe server lag, and multiple parents disconnect. What is the most appropriate action for the Principal?
(A) Immediately terminate official meeting proceedings and register all disconnected parent representatives as absent.
(B) Proceed with administrative discussions exclusively with teaching faculty present and finalize binding committee minutes.
(C) Pause proceedings to troubleshoot, and reschedule with formal notice if unresolved.
(D) Verbally attribute technical failures to departmental network administrators and summarily dissolve the committee.

57. Identify the incorrect pair regarding virtual meeting features and their administrative function:
(A) Breakout Rooms – Facilitating structured small group discussions within a larger session
(B) Screen Sharing – Displaying statistical reports or digital presentations to all meeting attendees
(C) Polling Feature – Conducting anonymous digital voting and feedback on institutional policies
(D) End-to-End Encryption – Automatically transcribing spoken meeting audio into text

58. Arrange the correct sequence of steps for a Principal to set up and conduct a formal official video conference using an enterprise tool:
I. Schedule the meeting and generate a secure link with a password.
II. Identify the objective and draft the meeting agenda.
III. Circulate the link, agenda, and joining instructions to the stakeholders.
IV. Draft and circulate the minutes of the meeting based on the session.
V. Host the meeting, admit verified participants, and record attendance.
(A) II, I, III, V, IV
(B) I, II, III, V, IV
(C) II, III, I, V, IV
(D) I, III, II, IV, V

59. What is the legal or administrative validity of decisions made during a formally convened virtual staff meeting in a government school, assuming quorum and protocol are maintained?
(A) They remain legally invalid and non-binding unless fully re-ratified during a subsequent physical assembly.
(B) They carry equal legal weight as physical meetings if minutes are properly documented and approved.
(C) They possess valid standing exclusively for minor academic routine matters while excluding administrative decisions.
(D) They establish binding legal obligations strictly for institutional IT personnel while exempting other faculty.

60. During a virtual staff meeting, an unidentified user gains access and disrupts the proceedings. This phenomenon is commonly known as "Zoombombing." To prevent this in future, the Principal must ensure:
(A) Meeting access links are permanently prohibited from being transmitted via electronic mail
(B) Strict authentication and waiting room protocols are enforced
(C) Virtual video conference meetings are permanently banned across institutional operations
(D) Financial penalties are levied against attending faculty members for meeting disruptions

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CHAPTER 15

Role of Information Technology (IT) in Communication

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1. In the context of e-governance in school administration, what does the SMART acronym primarily stand for?
(A) Standardized, Measurable, Accessible, Reliable, Timely
(B) Simple, Moral, Accountable, Responsive, Transparent
(C) Secure, Managed, Automated, Regulated, Tested
(D) Systemic, Meaningful, Actionable, Relevant, Technological

2. Which of the following best defines the "G2E" (Government to Employee) interaction model in the Directorate of Education?
(A) Providing online admission portals for parents
(B) Procuring sports equipment through the GeM portal
(C) Sharing student attendance records with the CBSE
(D) Issuing online transfer orders and maintaining e-Service books for teachers

3. Interoperability in educational e-governance refers to which of the following administrative capabilities?
(A) The capacity of different information systems and software applications to communicate and exchange data seamlessly
(B) The ability of a school Principal to manage multiple shifts independently
(C) The process of replacing all physical records with proprietary cloud-based storage
(D) The mandate requiring all teachers to operate multiple operating systems

4. Which of the following is NOT a primary objective of implementing e-governance in the administration of government schools?
(A) Minimizing manual errors in student and staff data entry
(B) Increasing administrative transparency and accountability
(C) Replacing the physical presence of teachers in classrooms with automated software
(D) Streamlining the grievance redressal mechanism for parents and staff

5. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): E-governance portals significantly enhance transparency in school admission processes.
Reason (R): E-governance platforms automate the allocation of seats based on predefined algorithms, minimizing manual discretionary intervention.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

6. As a Head of School, integrating e-governance into daily administration fundamentally shifts the Principal's role from:
(A) an academic leader to a software developer
(B) a supervisor to a passive observer of automated processes
(C) an instructional leader to an exclusive financial auditor
(D) a traditional file-pusher to a data-driven decision maker

7. Match the specific e-governance initiative in List I with its correct operational domain in List II:
List I: (e-Governance Initiative)
P. GeM Portal
Q. Edudel MIS
R. PFMS
List II: (Operational Domain)
1. Financial Management
2. Procurement
3. Student Data
(A) P-1, Q-2, R-3
(B) P-2, Q-3, R-1

error notifications.
(B) Consolidate and assign all flagged student profiles directly to a single classroom roster without verification.
(C) Verify physical registers, investigate duplicates, and deactivate redundant IDs per protocol.
(D) Bypass system error flags on the assumption that record duplication does not impact official school grants.

69. Which of the following statements regarding access rights to a centralized staff database (like HRMS) is incorrect?
(A) Teachers can edit service book entries of colleagues to foster collaboration.
(B) Individual teachers retain authorized digital access to view personal salary slips and leave balances.
(C) The Head of School holds administrative viewing rights for service records of staff under their jurisdiction.
(D) Central Directorate administrators maintain master super-user privileges required for system-wide updates.

70. There is a direct cause-and-effect relationship between the accurate entry of CWSN (Children with Special Needs) data in the school database and:
(A) A systematic reduction in general operational budget allocations provided annually to the school
(B) The immediate administrative issuance of mandatory transfer orders for the Head of Institution
(C) The complete official cancellation of standardized annual academic examinations across all grade levels
(D) Government allocation of special educators, escort allowances, and specialized learning aids

71. In cybersecurity terminology relevant to school administration, what does "Phishing" refer to?
(A) Unlawful downloading and distribution of copyrighted digital textbooks and instructional materials
(B) Fraudulent messages tricking staff into disclosing passwords or confidential data
(C) A catastrophic physical hardware failure occurring within the central school server infrastructure
(D) Executing routine automated backup operations for administrative files to external cloud storage

72. A school's local administrative computer gets infected with Ransomware, encrypting all locally saved examination results, and a message demands payment for the decryption key. What is the most appropriate first response for the Principal?
(A) Disburse immediate extortion payments to cyber criminals using institutional student welfare funds.
(B) Transmit direct electronic communications to attackers threatening them with immediate criminal prosecution.
(C) Isolate the computer, inform the Cyber Cell, and restore data from cloud backups.
(D) Instruct teaching faculty to immediately re-conduct all lost examination assessments across all classes.

73. Which of the following is NOT a recommended password policy for securing a school's administrative portal?
(A) Enforcing mandatory periodic password updates every 60 to 90 days for system security
(B) Requiring complex passwords comprising uppercase letters, lowercase letters, numbers, and symbols
(C) Implementing Multi-Factor Authentication (MFA) protocols for administrative master access accounts
(D) Setting predictable default passwords like 'Admin123' for all staff accounts

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74. Which section of the Information Technology Act, 2000 (as amended) primarily deals with compensation for failure to protect sensitive personal data, a mandate relevant to schools handling student records?
(A) Section 43A
(B) Section 66A
(C) Section 67B
(D) Section 65

75. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): Heads of Schools are strictly advised against using personal email accounts for official transmission of confidential school data.
Reason (R): Personal email platforms lack the stringent official data archiving, compliance tracking, and security protocols required by

government IT policies.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. Which of the following best describes "Role-Based Access Control" (RBAC) in a school management software?
(A) Configuring the portal so that all system users log in using identical shared master credentials.
(B) Access rights are restricted according to administrative user roles and designations.
(C) Restricting user access to management software strictly during official institutional operating hours.
(D) Granting administrative software access strictly based on the physical geographical location of hardware.

77. If a Principal discovers that a staff member has accidentally emailed a spreadsheet containing the confidential Aadhar and bank details of students to an unauthorized external party, what is the best immediate administrative action?
(A) Notify the IT cell, inform affected parties, and request data deletion from the recipient.
(B) Disregard the data leak incident entirely provided the responsible staff member submits a formal apology.
(C) Summarily terminate the employment of the responsible staff member immediately without conducting due process.
(D) Publish a formal notice describing the full details of the data error on public school bulletin boards.

78. Match the cyber threat in List I with the appropriate administrative mitigation strategy in List II:
List I: (Cyber Threat)
P. Malware infection via USB drives
Q. Unauthorized access to the MIS portal
R. Loss of data due to hardware crash
List II: (Mitigation Strategy)
1. Maintain automated remote backups
2. Disable USB ports on admin PCs
3. Enforce strong passwords and 2FA
(A) P-1, Q-2, R-3
(B) P-3, Q-1, R-2
(C) P-2, Q-3, R-1
(D) P-2, Q-1, R-3

79. To secure the school's Wi-Fi network used for administrative purposes, the Head of Institution must ensure:
(A) Leave the wireless network unencrypted without password protection to promote local community digital access.
(B) Display administrative Wi-Fi access passwords openly on classroom blackboards for universal staff and student use.
(C) Power off institutional wireless router infrastructure completely during official daily operational school hours.
(D) Secure the network with WPA2/WPA3 encryption and restrict access via MAC filtering.

80. Arrange the standard steps of a basic IT Incident Response Plan to be followed by a school administration upon detecting a cybersecurity breach:
I. Containment (disconnecting affected systems)
II. Identification (detecting the breach)
III. Recovery (restoring data from backups)
IV. Eradication (removing the threat/malware)
V. Post-Incident Analysis (reviewing policies to prevent recurrence)
(A) II, I, IV, III, V
(B) I, II, III, IV, V
(C) II, IV, I, III, V
(D) I, III, II, V, IV

81. In the context of government school administration, the "Digital Divide" primarily poses a challenge for:
(A) Procuring expensive high-end server hardware for centralized Directorate headquarters offices
(B) Ensuring equitable digital access and e-learning for economically weaker students
(C) Computing exact annual General Provident Fund interest compounding rates for institutional personnel
(D) Enforcing compliance with central civil service conduct regulations across school administrative staff

82. Consider the following infrastructure bottlenecks often faced in adopting IT in government school administration:
I. Inconsistent internet connectivity and low bandwidth

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II. Frequent power outages without adequate UPS backup
III. Obsolescence of hardware leading to software incompatibility
IV. Over-availability of highly trained IT personnel in every school

Which of the statements given above correctly identify the challenges?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

83. A significant challenge in IT adoption is "technophobia" among senior administrative and teaching staff. What is the best administrative strategy for a Principal to overcome this?
(A) Use phased implementation, assign tech-savvy peer mentors, and encourage small successes.
(B) Mandate immediate compliance under explicit threat of adverse performance appraisal entries.
(C) Relieve technophobic senior personnel completely from all core administrative duties and responsibilities.
(D) Engage young contractual personnel exclusively to perform routine digital tasks on behalf of senior staff.

84. Which of the following is NOT typically a significant institutional barrier to the adoption of e-governance in school administration?
(A) Widespread staff resistance to changing traditional administrative work cultures
(B) Lack of system interoperability among diverse departmental software management portals
(C) Unrestricted availability of procurement funds
(D) Inadequate provision of continuous ICT training and capacity building for end-users

85. A Principal realizes that the Annual Maintenance Contract (AMC) for the school's computer lab has expired, and machines are failing, disrupting both teaching and administrative data entry. What is the procedurally correct action?
(A) Procure AMC renewal or repair services via the GeM portal per GFR rules.
(B) Instruct computer science students to repair broken lab hardware as a practical class project.
(C) Personally engage and pay local repair technicians using private funds to save processing time.
(D) Decommission the computer lab permanently and return to traditional paper-based record systems.

86. Implementing a new MIS in a school requires effective "Change Management." Which statement best describes this process?
(A) Periodically modifying official student uniform designs at the commencement of every academic year.
(B) Changing operational user passwords continuously without issuing prior notice or administrative updates.
(C) Issuing immediate transfer orders for all teaching personnel who express hesitation regarding new tools.
(D) A structured process guiding individuals and institutions into a digital operational state.

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87. Identify the incorrect pair regarding a challenge in IT adoption and its proposed solution:
(A) Challenge: Lack of hardware — Solution: Procuring computing devices utilizing allocated Samagra Shiksha grants
(B) Challenge: Data privacy concerns — Solution: Publishing all student records openly online
(C) Challenge: Language barrier in software — Solution: Deploying localized, bilingual user interface frameworks
(D) Challenge: Skill gap among staff — Solution: Organizing structured, continuous ICT capacity-building workshops

88. To ensure continuous operation of critical digital administrative tasks (like salary processing) despite infrastructure challenges, a Principal should logically prioritize:
(A) Enhancing the interior decoration and aesthetic physical layout of the administrative computer facility.
(B) Procuring premium high-resolution display monitors for basic routine clerical data entry tasks.
(C) Equipping admin desks with reliable UPS power units and secondary internet connections.
(D) Restricting daily administrative computer system usage strictly to one hour per office worker.

34. (D) Ensure prompt updates regarding student safety and punctuality
Automated attendance systems integrated with SMS alerts automatically notify parents when students enter or leave school premises. This technological integration enhances student safety monitoring, promotes daily punctuality, minimizes unexcused absences, and keeps parents continuously informed regarding student location, thereby significantly strengthening institutional security protocols, parental trust, and administrative communication efficiency.

35. (A) Both A and R are true and R is the correct explanation of A
Schools adopt dedicated institutional mobile platforms rather than general messaging tools to establish structured, professional communication. Purpose-built portals maintain official logs, ensure data security compliance, isolate administrative channels, and safeguard student and staff privacy, providing a clear administrative rationale for shifting away from unmonitored informal messaging applications within educational governance frameworks.

36. (C) Multilingual support and integrated translation tools
In diverse demographic regions, educational portals must incorporate multilingual interfaces and automated translation tools to overcome communication barriers. Providing notices in local languages ensures equal access to official announcements, promotes inclusive stakeholder engagement, and enables non-English speaking parents to participate actively in school activities and institutional administrative governance decision-making processes.

37. (A) A read-receipt or acknowledgment mechanism confirms notice delivery to members
When sending statutory notices electronically for School Management Committee meetings, institutional administrators must incorporate delivery acknowledgments or digital read-receipt mechanisms. Verifying delivery confirms that all committee members received meeting details within required timelines, satisfying statutory notice provisions and establishing verifiable operational compliance before formal administrative decisions are officially executed.

38. (D) A recorded principal's video message sent to parents is asynchronous communication.
Asynchronous communication allows message creation, delivery, and review to occur independently of real-time participant presence. Pre-recorded video announcements, broadcast emails, and stored webinars represent asynchronous communication because recipients access and process transmitted information at their convenience, unlike synchronous formats that require all participating parties to interact online simultaneously in real time.

39. (B) They replace all statutory obligations for physical community interaction.
While virtual meetings improve accessibility and reduce geographical constraints, online interaction formats supplement rather than eliminate legal mandates for physical community engagement. Statutory framework guidelines for School Management Committees and general body assemblies prescribe periodic physical meetings to ensure direct democratic participation and community oversight within institutional school administration.

40. (C) Establish an SOP ensuring local contact updates are immediately synced with the central MIS.
Standard Operating Procedures ensure operational consistency across administrative workflows. Establishing a mandatory protocol requiring immediate synchronization between local contact log updates and the central Management Information System ensures contact changes are reflected system-wide, eliminating messaging failures and guaranteeing reliable delivery of official emergency communications to all newly registered student parents.

41. (D) Rapidly resolving timetable conflicts and optimizing teaching staff allocation
Automated timetable generation software applies optimization algorithms to balance complex institutional constraints, including teacher availability, subject workload, classroom capacity, and non-overlapping period distribution. Automating this administrative task eliminates scheduling errors, reduces manual clerical workload, prevents allocation conflicts, and optimizes overall teaching staff utilization across various academic departments in educational institutions.

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96. Which of the following features is NOT available on the DIKSHA platform?
(A) QR code scanner for accessing textbook-linked digital content
(B) Course modules for teacher continuous professional development
(C) A real-time stock trading interface for school financial investments
(D) Assessment tools and interactive quizzes for students

97. Match the national digital platform in List I with its primary function in List II:
List I: (Digital Platform)
P. O-LABS (Online Labs)
Q. Shagun
R. NROER
List II: (Primary Function)
1. Open educational resources
2. Virtual science experiments
3. Monitoring of Samagra Shiksha & school repositories
(A) P-1, Q-2, R-3
(B) P-2, Q-3, R-1
(C) P-3, Q-1, R-2
(D) P-2, Q-1, R-3

98. Which of the following correctly describes a function of the 'Shagun' portal initiated by the Ministry of Education?
(A) It administers direct monetary welfare cash transfers directly to primary school students.
(B) It acts as a centralized government procurement portal for mid-day meal food supplies.
(C) It operates as an exclusive employment recruitment portal for retired senior educators.
(D) It combines a best-practices repository with online monitoring for Samagra Shiksha.

99. Which of the following statements about the PM e-VIDYA initiative is incorrect?
(A) It restricts access exclusively to urban broadband-equipped schools.
(B) It aims to unify all national efforts related to digital, online, and broadcast education.
(C) It includes dedicated educational television channels per grade level under 'One Class, One Channel'.
(D) It provides extensive multi-modal educational content through radio broadcasts and podcasts.

100. What is the primary administrative objective of integrating NIPUN Bharat goals with the DIKSHA platform?
(A) To continuously monitor the physical health parameters and body mass index of primary students.
(B) To administer mandatory centralized national competitive examinations for all class 3 students nationwide.
(C) To provide digital resources and training modules targeting Foundational Literacy and Numeracy.
(D) To permanently convert all primary school instructional delivery to an online-only virtual model.

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17. (B) Relieve the teacher online through the MIS portal to enable joining at School B
Official staff transfer protocols require synchronized administrative updates within the Human Resource Management System. When an employee is transferred, the relieving Head of School must formally execute an online relieving order on the MIS portal. This digital update releases the employee profile from the originating institution, enabling the receiving school to process online joining procedures.

18. (D) The daily number of students who consumed the meal
Monitoring systems for public nutritional programs rely on daily operational reporting by school administrators. Submitting daily data regarding the precise count of beneficiaries who consumed meals ensures transparent record-keeping, accurate financial billing, effective quality oversight, and precise calculation of food grain consumption, thereby preventing administrative leakages and discrepancies in welfare distribution.

19. (A) Eliminating information gaps between the Directorate and schools
Digital distribution of administrative circulars through centralized educational portals creates a real-time, direct communication channel between education authorities and local schools. This instant availability eliminates geographical transmission delays, reduces administrative misinterpretation, lowers physical paper consumption, and ensures that all institutional stakeholders immediately receive identical, authentic policy updates and official directives.

20. (C) A is true but R is false
Implementing a centralized Management Information System eliminates data redundancy by maintaining a single unified database. Having multiple departments maintain separate, independent records of identical data creates inconsistency and duplication, which contradicts core database design principles. Thus, centralized database architectures resolve data duplication rather than promoting independent data silos across administrative branches.

21. (A) Secure, tamper-proof, and retrievable maintenance of service records
Transitioning from traditional paper service books to electronic service books ensures long-term preservation, instant accessibility, and secure record maintenance for public servants. Electronic records eliminate risks of physical loss, aging, unauthorized tampering, and administrative delays, providing an auditable digital repository for tracking career milestones, leave records, promotions, and pension entitlements seamlessly.

22. (D) Proper metadata indexing is essential during digitization to ensure future retrievability.
Digitizing legacy administrative records requires structured metadata indexing, including attributes such as date, subject, file number, and document category, to enable efficient search and retrieval operations within digital archives. Scanning paper records without systematic indexing produces unorganized digital repositories where locating specific official files, historical decisions, or employee records becomes difficult.

23. (B) Digitally process the application based on leave credit automatically calculated by the system
In an automated Leave Management System, leave balances and rules-based eligibility are computed automatically by software algorithms based on recorded employee service data. The role of the sanctioning authority is to review the digital application, assess institutional operational requirements, and digitally sanction or reject the leave request directly within the portal environment.

24. (C) The Cash Book and paid vouchers
Under General Financial Rules and statutory government accounting standards, financial instruments, Cash Books, and paid expenditure vouchers mandate physical signatures or legally validated electronic signature equivalents. Financial audit standards require clear authorization on fiscal records to establish legal accountability, prevent financial irregularities, and maintain transparent public accounting audit trails for all institutional transactions.

25. (A) I, II, and III only
Cloud-based information systems offer distinct operational benefits, including eliminating local server infrastructure maintenance, enabling multi-location data accessibility, and providing automated offsite data backups for disaster recovery. However, no digital system possesses

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statutory record-keeping rules dictate that physical registers and legal documentation cannot be arbitrarily discarded prior to formal, authorized transition to a complete e-Office framework. Compliance guidelines mandate preserving statutory physical registers alongside digital workflows until official decommission orders are issued.

9. (D) Redesigning and streamlining administrative workflows prior to digitizing them
Business Process Re-engineering involves fundamentally analyzing, rethinking, and redesigning existing operational processes before applying technological solutions. Simply digitizing inefficient manual procedures duplicates structural flaws in an electronic format. True re-engineering optimizes and restructures administrative workflows to maximize speed, operational efficiency, data accuracy, and user convenience prior to automated software deployment.

10. (A) Conduct a staff training workshop and establish a firm cutoff date for paper applications.
Managing technological transitions within public institutions requires constructive capacity building paired with decisive policy enforcement. Offering structured training helps staff overcome technical apprehension and master new digital interfaces. Establishing a clear, communicated cutoff date prevents perpetual work duplication, ensuring a smooth and mandatory administrative transition from legacy paper processes to online management modules.

11. (B) Edudel
The Directorate of Education in Delhi utilizes the Edudel web portal as its primary centralized administrative and academic portal. This platform integrates Management Information Systems, facilitates communication through official circular dissemination, manages school-level student data, oversees employee transfers, and hosts institutional administrative workflows across all government and government-aided educational institutions.

12. (C) I and III only
Educational management information platforms host administrative modules for generating unique Student IDs and monitoring real-time enrollment statistics across schools. Personal service records and confidential employment details of teaching personnel are restricted to authorized administrative users to protect individual privacy, rendering public broadcasting of personal service records legally prohibited under official data protection guidelines.

13. (A) To prevent duplicate enrollments and track student movement across schools
Assigning a unique Student ID within a centralized Management Information System establishes a single, traceable record for every learner. This system prevents duplicate admissions across multiple institutions, simplifies the transfer process when students move between schools, and ensures accurate delivery of entitlements, subsidies, academic certifications, and welfare benefits across the state educational framework.

14. (C) Accessing political party intelligence dossiers
Institutional Management Information Systems are designed strictly for official administrative and educational functions. They host core modules dedicated to employee management, staff transfers, attendance verification, leave sanctioning, budget allocations, and expenditure tracking. Political intelligence gatherer mechanisms fall completely outside the statutory scope and mandate of educational administration portals and school governance.

15. (D) MIS Employee Module – Staff relieving and joining
The MIS Employee Module within educational management software manages human resource workflows for teaching and administrative personnel. This includes executing staff transfers, generating online relieving orders, processing official joining updates, and updating active posting records. Other specialized platforms fulfill separate roles, such as hosting digital learning materials or managing national educational statistical surveys.

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16. (A) III, II, I, IV
Centralized admission procedures under statutory allocations follow a chronological workflow. Parents first complete online registration and choice filling on the admission portal. Next, the department conducts a computerized draw of lots for seat allocation. Selected candidates present documents for verification at allotted schools, and administrators conclude the procedure by updating admission status on the MIS module.

ANSWERS

1. (B) Simple, Moral, Accountable, Responsive, Transparent
In the domain of public administration and e-governance, the SMART acronym stands for Simple, Moral, Accountable, Responsive, and Transparent. This conceptual framework guides administrative reforms by leveraging digital technologies to streamline administrative processes, enhance institutional integrity, promote civic responsiveness, and ensure operational transparency across educational institutions and public service delivery systems.

2. (D) Issuing online transfer orders and maintaining e-Service books for teachers
The Government to Employee interaction model in public sector administration focuses on digital interactions between government organizations and their internal personnel. In school administration, this encompasses digital Human Resource Management System functions, including issuing official online transfer and posting orders, managing employee leaves, maintaining electronic service records, and processing monthly salary disbursements.

3. (A) The capacity of different information systems and software applications to communicate and exchange data seamlessly
Interoperability in e-governance architectures refers to the technical and organizational capacity of heterogeneous information systems, databases, and software applications to connect, exchange data, and mutually utilize information seamlessly. This capability prevents data fragmentation, reduces redundant entry across administrative modules, and ensures smooth integration between central departmental platforms and institutional data systems.

4. (C) Replacing the physical presence of teachers in classrooms with automated software
E-governance in educational administration is designed to optimize administrative efficiency, enhance transparency, minimize human processing errors, and streamline communication among stakeholders. It acts as an administrative support mechanism rather than a replacement for direct pedagogical engagement. Educational technology and governance systems support teachers in administrative functions without replacing their physical classroom role.

5. (A) Both A and R are true and R is the correct explanation of A
Centralized e-governance admission portals establish standardized procedural transparency by removing arbitrary personal discretion from seat allocations. Automated algorithms process submitted applications, apply regulatory quotas, and manage seat allotments objectively. Because algorithmic processing eliminates manual intervention and potential subjective bias during seat generation, computerized allotment systems validate why electronic admission platforms successfully improve institutional governance.

6. (D) a traditional file-pusher to a data-driven decision maker
The administrative transition to digital e-governance transforms institutional leadership. Instead of manually processing paper files and handling routine clerical tasks, heads of schools leverage real-time database analytics to make informed decisions. Analytics regarding student retention, staff allocation, resource distribution, and academic performance enable administrators to function as strategic, evidence-based leaders within institutions.

7. (B) P-2, Q-3, R-1
Different government digital portals serve specialized operational roles. The Government e-Marketplace manages national public procurement. Educational portals such as Edudel MIS maintain student enrollment databases, academic profiles, and institutional administration records. The Public Financial Management System oversees public expenditure tracking, budget monitoring, financial accounting, and direct fund disbursements across government administrative departments.

8. (C) It eliminates the requirement to maintain physical registers before e-Office implementation.
Digital administrative tools streamline data management, circular dissemination, and budget tracking across school networks. However,

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total immunity from cyber threats such as phishing or malware attacks, making continuous cybersecurity protocols essential across all networks.

26. (A) Storing identical data in multiple separate locations, causing inconsistencies
In database management, data redundancy occurs when identical data elements are duplicated across separate, unlinked files or systems. This structural inefficiency leads to wasted digital storage capacity, creates potential data entry conflicts, and causes information inconsistencies when records are updated in one location but remain outdated in another within an administrative system.

27. (B) E-Portfolio – Tracking the school's electricity consumption
Digital e-Portfolios are designed to document student learning outcomes, showcase exemplary academic work, and track individual developmental achievements over time. In contrast, utility consumption monitoring, such as tracking electricity usage, is managed under physical facility management tools, logbooks, or utility budget tracking registers rather than individual student academic progress repositories.

28. (B) Enforce cloud backups and mandate direct use of the centralized MIS portal.
To mitigate data loss caused by hardware vulnerabilities, institutional administrative workflows should rely on direct entry into centralized Management Information System portals supported by automated cloud backups. Centralized cloud hosting safeguards records against localized hardware failures, ensures offsite redundancy, and provides continuous, secure data restoration capabilities for institutional school administration.

29. (A) Monitoring file movement and pending actions across administrative desks
In an e-Office management system, a File Tracking System monitors the movement, status, and location of official administrative files as they move across various desks. It provides a transparent digital audit trail, highlights pending actions, measures processing times, and enhances accountability across organizational tiers within public sector educational administrative systems.

30. (C) They must maintain an automated audit trail logging all entry modifications.
Maintaining financial integrity in digital software requires an unalterable, automated audit trail that records every entry, modification, deletion, timestamp, and associated user ID. Audit logs ensure complete financial transparency, support legal oversight during institutional audits, and prevent unauthorized tampering with public funds or financial accounting entries in educational school systems.

31. (D) Instantaneous, one-way mass dissemination of urgent information to parents
Bulk SMS messaging provides school administrators with an efficient tool for broadcasting time-sensitive announcements simultaneously to large recipient groups. It enables immediate, direct, one-way communication for critical notices, such as emergency closures, attendance alerts, exam schedule updates, or meeting reminders, without requiring internet connectivity on targeted recipient user mobile devices.

32. (C) Sending it via a secured, password-protected portal or official school app
Transmitting sensitive student evaluations, academic records, and progress reports mandates strict compliance with data privacy standards. Utilizing password-protected official platforms or encrypted departmental mobile applications ensures confidential information remains accessible solely to authorized parents or guardians, preventing unauthorized public disclosure and safeguarding student personal data against institutional security breaches.

33. (B) Data privacy risks, weak security, and lack of official audit trails
Commercial messaging platforms present significant administrative risks when transmitting official government documents due to data privacy vulnerabilities, non-compliance with public archiving protocols, and the absence of verifiable administrative audit trails. Institutional governance mandates secure, dedicated enterprise portals that ensure official data protection, legal accountability, and structured institutional document preservation.

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89. "Vendor Lock-in" is a challenge in IT procurement where a school or department becomes dependent on a single software provider. How can this logically be mitigated at the policy level?
(A) By executing long-term exclusive service agreements spanning century-long contractual terms
(B) By rejecting software solutions entirely and maintaining manual paper-based administration
(C) By compensating software vendors at double their standard commercial procurement rates
(D) By adopting open-source software and open data standards

90. Given below are two statements, one labelled as Assertion (A) and the other as Reason (R):
Assertion (A): One-time installation of administrative software is insufficient for successful IT adoption in schools.
Reason (R): Continuous user training, software updates, and reliable technical support are essential to sustain the usability and security of IT systems.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

91. The national digital education platform 'DIKSHA' primarily stands for:
(A) Direct Information and Knowledge System for Higher Academics
(B) Digital Infrastructure for Knowledge Sharing
(C) Distributed Interactive Knowledge System for Human Advancement
(D) Digital Initiative for Kids and School Headmasters

92. DIKSHA operates on the philosophy of "One Nation, One Digital Platform." In the context of school administration and pedagogy, this implies:
(A) Mandating that all educational institutions purchase and operate a single specific brand of computer hardware.
(B) A centralized repository of curriculum-mapped digital content accessible across all states.
(C) Consolidating all independent state education departments into a single centralized national ministry.
(D) Enforcing a singular standardized physical textbook across all grade levels and academic subjects.

93. A Principal wishes to monitor the professional development of the teaching staff. How does the integration of NISHTHA with the DIKSHA platform facilitate this administrative function?
(A) It tracks completion and issues digital certificates for teacher training programs.
(B) It provides tools enabling school heads to remotely access and control teacher laptop screens.
(C) It automatically executes background financial investigations into individual teacher assets.
(D) It automatically calculates and executes salary deductions for days spent attending workshops.

94. Identify the correct statement regarding national digital platforms:
(A) PM e-VIDYA represents an educational initiative designed exclusively for tertiary-level engineering students.
(B) Shagun portal functions as a specialized reservation system for booking group railway travel for school trips.
(C) e-Pathshala hosts digital textbooks; DIKSHA offers QR-coded books and teacher modules.
(D) NROER (National Repository of Open Educational Resources) charges mandatory annual subscription fees to users.

95. A Principal mandates that all teachers must utilize DIKSHA resources for lesson planning. A teacher argues that DIKSHA only contains content in English and Hindi, which limits its use for regional language instruction. What is the most factually correct administrative response the Principal can give?
(A) "You are accurate in your assessment; DIKSHA functions strictly as a bilingual platform."
(B) "Linguistic accessibility carries no operational relevance within digital education platforms."
(C) "The institution will recruit a dedicated professional translator for every individual classroom."
(D) "DIKSHA supports multiple languages with state-uploaded regional content."

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42. (A) I and II only
Integrating Information and Communications Technology optimizes resource management by minimizing repetitive manual clerical tasks and enabling data-driven analysis for effective budget planning. However, automated financial systems do not eliminate statutory audit requirements; human oversight remains legally mandatory to verify compliance, evaluate fiscal propriety, and maintain overall financial accountability.

43. (B) Real-time stock tracking to prevent loss or unnecessary over-procurement
Implementing electronic stock registers in school administration provides real-time visibility into inventory levels for consumable and non-consumable goods. Accurate digital tracking prevents stock loss, stops wasteful over-procurement, automates reorder alerts, and maintains transparent audit records while ensuring strict compliance with general public procurement and inventory management guidelines.

44. (B) Resolution of nuanced interpersonal conflicts among staff members
Workflow automation and ICT applications excel at handling structured, repetitive, rule-based operational tasks such as grade compilation, certificate issuance, and payroll processing. However, resolving complex interpersonal staff conflicts requires human empathy, active listening, emotional intelligence, and personal administrative leadership, which fall completely beyond the capability of automated software processing algorithms.

45. (A) Minimizing calculation errors and rapidly generating analytical reports
Utilizing linked spreadsheets equipped with automated calculation macros eliminates manual arithmetic errors during student grade compilation. Automated aggregation speeds up terminal result processing, standardizes marksheets, and enables school administrators to generate insightful performance analytics rapidly, facilitating data-driven instructional reviews and targeted interventions without requiring extensive manual office clerical labor.

46. (C) P-2, Q-3, R-1
Matching administrative tasks with appropriate ICT solutions aligns technological capabilities with operational requirements. Collaborative cloud-based document editors enable multiple team members to draft reports jointly in real time. Data analytics software processes historical performance data to identify long-term academic trends, while Bulk SMS services allow administrators to broadcast urgent announcements immediately.

47. (D) Using digital rules to route administrative files to appropriate desks automatically
In public administrative systems, workflow automation refers to configuring digital business rules and pre-established routing logic within software platforms. This enables electronic files, approvals, and official applications to move automatically across designated administrative desks according to organizational hierarchy, eliminating manual file handling, minimizing routing errors, and accelerating administrative decision-making processes.

48. (C) Provide targeted ICT training and appoint peer mentors to build staff skills.
Addressing staff resistance to digital administrative tools requires a supportive management approach centered on professional development. Providing hands-on, targeted ICT training alongside peer mentorship fosters technical proficiency and confidence among employees. This approach eases technological anxiety, promotes user adoption, and establishes sustained operational efficiency within educational institutional administration.

49. (B) Enhanced evidence-based policy formulation at the Directorate level
Real-time data entry in school Management Information Systems ensures central educational authorities receive current, accurate operational data. Immediate data synchronization enables evidence-based decision-making, allowing higher-level administrative bodies to analyze system performance, allocate infrastructure resources effectively, design targeted pedagogical interventions, and formulate responsive educational policies across all public state schools.

50. (A) Both A and R are true and R is the correct explanation of A
Implementing ICT infrastructure requires substantial initial capital investment in hardware, software, networking, and system integration. Over time, these solutions generate operational

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84. (C) Unrestricted availability of procurement funds
Implementing e-governance in educational administration frequently encounters systemic barriers, including workplace cultural inertia, software interoperability challenges, and inadequate training resources. Conversely, unlimited procurement funding is not an institutional barrier; rather, persistent financial constraints and rigid budget caps represent the actual operational challenges faced during school administrative technology deployment.

85. (A) Procure AMC renewal or repair services via the GeM portal per GFR rules.
Government procurement regulations dictate that public institutions must acquire maintenance contracts and repair services through the Government e-Marketplace following General Financial Rules. Utilizing transparent public procurement portals ensures statutory compliance, transparent vendor selection, financial propriety, and official accountability when maintaining institutional computing hardware and administrative school computer lab infrastructure.

86. (D) A structured process guiding individuals and institutions into a digital operational state.
Change Management in institutional settings is a structured framework for transitioning individuals, teams, and organizations from legacy operating models to new digital practices. It incorporates stakeholder engagement, communication, capacity-building workshops, and continuous support to minimize operational disruption, overcome user resistance, and ensure successful adoption of digital systems across educational organizations.

87. (B) Challenge: Data privacy concerns — Solution: Publishing all student records openly online
Publishing confidential student records publicly on open platforms exacerbates data privacy concerns rather than resolving them. Proper mitigation of data privacy risks involves implementing secure encryption protocols, strict role-based access controls, and compliance with statutory data protection rules, ensuring student personal and academic information remains protected against unauthorized public access.

88. (C) Equipping admin desks with reliable UPS power units and secondary internet connections.
Ensuring uninterrupted completion of critical administrative tasks, such as monthly salary processing, requires robust technical redundancy. Prioritizing uninterrupted power supply units and secondary redundant internet connections mitigates common operational risks like power outages and network downtime, ensuring continuous computer system availability and timely administrative processing during critical administrative deadlines.

89. (D) By adopting open-source software and open data standards
Vendor lock-in occurs when public institutions become overly dependent on proprietary software vendors, restricting operational flexibility and raising long-term maintenance costs. Adopting open-source software and standardized open data architecture mitigates this risk by ensuring long-term software adaptability, vendor independence, data portability, and cross-system interoperability across public educational software management platforms.

90. (A) Both A and R are true and R is the correct explanation of A
Successfully deploying information technology in school administration requires continuous operational support beyond initial software installation. System sustainability depends on ongoing user training, periodic software security updates, and reliable technical support, providing a clear explanation of why software installation alone is insufficient to maintain effective long-term institutional administrative IT adoption.

91. (B) Digital Infrastructure for Knowledge Sharing
The national digital platform DIKSHA stands for Digital Infrastructure for Knowledge Sharing. Initiated by the Ministry of Education, it serves as a nationwide digital infrastructure designed to provide open, accessible educational resources, interactive teaching materials, curriculum-linked content, and professional development modules for teachers and students across all states and Union Territories.

92. (B) A centralized repository of curriculum-mapped digital content accessible across all states
The "One Nation, One Digital Platform" framework under DIKSHA provides a centralized,

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establishing valid quorum, verifying attendee identities, and formally recording and approving meeting minutes give virtual decisions equal standing to those made during traditional in-person assemblies under official administrative governance guidelines.

60. (B) Strict authentication and waiting room protocols are enforced
Unauthorized meeting intrusions occur when virtual access controls are weak or publicly shared. Mitigating security risks requires implementing strict authentication controls, enabling mandatory waiting rooms to verify guest identities before admission, requiring meeting passwords, and restricting screen-sharing privileges exclusively to authorized hosts during administrative video conference proceedings.

61. (A) School infrastructure, student enrollment, and teacher profile data
The Unified District Information System for Education Plus functions as a comprehensive national database for school education. Its standardized data capture formats systematically gather information across major operational domains, including physical infrastructure facilities, utility availability, student enrollment figures across demographics, learning outcomes, and complete teacher profiles and professional instructional qualifications.

62. (C) It ensures resource allocations are based on current, accurate student strength.
Real-time data synchronization between individual school management information systems and central education databases ensures administrative decision-making reflects accurate enrollment metrics. Up-to-date data enables central authorities to distribute grants, assign teaching staff, deliver textbooks, and allocate mid-day meal resources effectively based on actual, verified student enrollment figures across educational institutions.

63. (D) Mark the employee 'on deputation' to correctly track salary and service continuity.
Human Resource Management Systems track public sector personnel movements across governmental agencies. When an employee is assigned on deputation, administrative entry requires updating the status tag to "on deputation." This update preserves service continuity, tracks salary disbursement responsibilities, updates service records accurately, and maintains compliance with official government service regulations.

64. (C) Personal social media account passwords
Student Management Information Systems are designed to store demographic, academic, and administrative data required for educational governance. Valid data fields include statutory demographic identifiers, academic performance records, attendance histories, and socio-economic classifications for scholarship processing. Personal social media credentials fall outside institutional data collection and violate established user privacy principles.

65. (B) Ensuring data remains accurate, consistent, and unaltered during storage and transfer
Data integrity in database administration refers to maintaining the overall accuracy, completeness, consistency, and reliability of stored information throughout its operational lifecycle. Safeguarding data integrity involves implementing automated validation rules, access controls, and security protocols to prevent unauthorized modifications, corrupted entries, processing errors, or data loss across educational administrative platforms.

66. (D) Section 2 (Physical Facilities) – Collects infrastructure, utility, and lab data
Standardized national education databases structure data collection across distinct operational modules. In UDISE+, Section 2 focuses specifically on school physical facilities, capturing comprehensive data on building infrastructure, classroom availability, drinking water systems, sanitation units, electrical grid connections, digital computer hardware, science laboratories, and overall facility maintenance across public educational institutions.

67. (A) I and II only
As designated Data Validation Officers, Heads of Schools hold legal responsibility for verifying and certifying the accuracy of data submitted on national databases. Inaccurate submissions affect policy decisions and scheme funding allocations under Samagra Shiksha. Official administrative authority and digital signatures are non-delegable responsibilities that cannot be assigned to temporary staff.

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68. (C) Verify physical registers, investigate duplicates, and deactivate redundant IDs per protocol.
Resolving system data duplication alerts requires systematic verification. When duplicate student profiles are flagged, administrators must cross-reference physical admission registers with submitted digital records to identify true duplicate entries. Once confirmed, redundant profiles are deactivated following standard operating procedures, ensuring database accuracy and preventing artificial inflation of official enrollment numbers.

69. (A) Teachers can edit service book entries of colleagues to foster collaboration.
Human Resource Management Systems enforce strict user privilege boundaries to protect record authenticity. Allowing employees to edit peer service records violates basic security standards, risk data tampering, and compromises legal accountability. System permissions restrict service book updates to authorized human resource officers and institutional heads, while general employees hold view-only access to personal files.

70. (D) Government allocation of special educators, escort allowances, and specialized learning aids
Accurate demographic identification of Children with Special Needs within official educational databases directly informs government resource allocation. Verifiable database entries enable central education authorities to assign specialized educators, release escort and transport allowances, disburse targeted stipend grants, and provide adaptive learning technologies, ensuring inclusive support frameworks reach eligible students effectively.

71. (B) Fraudulent messages tricking staff into disclosing passwords or confidential data
In cybersecurity, phishing refers to social engineering attacks where malicious actors send deceptive emails, messages, or website links disguised as legitimate communications. These attacks aim to trick personnel into revealing sensitive credentials, passwords, financial records, or administrative system access keys, compromising institutional network security and confidential student databases.

72. (C) Isolate the computer, inform the Cyber Cell, and restore data from cloud backups.
Responding to ransomware attacks requires immediate containment to prevent malware propagation across administrative networks. Administrators must disconnect affected hardware from networks, notify official cyber crime authorities, and avoid paying ransom demands. System restoration is accomplished by wiping infected storage devices and restoring uncorrupted records from secure offsite cloud data backups.

73. (D) Setting predictable default passwords like 'Admin123' for all staff accounts
Strong password security policies protect institutional management systems against unauthorized intrusions. Standard security guidelines require enforcing complex alphanumeric password creation, integrating multi-factor authentication, and mandating periodic credential updates. Setting simple or predictable default passwords across user accounts creates severe security vulnerabilities that expose administrative databases to external automated brute-force cyberattacks.

74. (A) Section 43A
Under the Information Technology Act, 2000, Section 43A mandates legal liability and compensation obligations for body corporate entities or institutions handling sensitive personal data. Organizations, including educational institutions managing student demographic and financial records, must maintain reasonable security practices to protect personal data continuously against unauthorized disclosure, breach, or misuse.

75. (A) Both A and R are true and R is the correct explanation of A
Institutional policy mandates utilizing official government email services for official communication because commercial email providers operate outside public sector administrative controls. Commercial platforms lack required archiving compliance, encryption protocols, and administrative audit logging, fully justifying why administrative policies prohibit transmitting confidential school data through unverified personal email network channels.

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76. (B) Access rights are restricted according to administrative user roles and designations.
Role-Based Access Control is a security mechanism that assigns system permissions according to defined user roles and administrative designations within an organization. In educational software, teachers receive access restricted to classroom instruction and grading, while system administrators and heads of institutions hold elevated privileges required for administrative management, financial processing, and system configuration.

77. (A) Notify the IT cell, inform affected parties, and request data deletion from the recipient.
Accidental disclosure of confidential student information requires systematic administrative breach management. Administrators must immediately isolate the disclosure, notify information security officers, contact the recipient to secure formal data deletion confirmation, inform affected parties transparently, and review institutional data handling protocols to prevent future unauthorized exposures of personal student data.

78. (C) P-2, Q-3, R-1
Mitigating cyber threats requires matching specific vulnerabilities with target security controls. Disabling USB ports prevents unauthorized external hardware connections and malware infections. Enforcing strong passwords and multi-factor authentication secures management portals against unauthorized access, while maintaining automated offsite cloud backups ensures prompt data recovery in the event of hardware failure.

79. (D) Secure the network with WPA2/WPA3 encryption and restrict access via MAC filtering.
Securing institutional administrative wireless networks requires robust encryption standards and access control parameters. Implementing WPA2 or WPA3 encryption protocols protects transmitted network traffic against unauthorized interception, while configuring Media Access Control filtering restricts wireless access exclusively to pre-approved, verified administrative devices, maintaining network integrity and data privacy across school infrastructure.

80. (A) II, I, IV, III, V
An Incident Response Plan follows a structured operational sequence when addressing cybersecurity breaches. Administrators first identify the security incident. Next, they isolate affected hardware to contain the threat, eradicate underlying malware, and recover systems using verified backups. The process concludes with post-incident analysis to evaluate root causes and strengthen security protocols against future vulnerabilities.

81. (B) Ensuring equitable digital access and e-learning for economically weaker students
In educational administration, the digital divide refers to disparities in technology access, computing devices, and internet connectivity among diverse socio-economic student groups. This inequality hinders equitable participation in online learning, digital assessments, and e-governance initiatives, presenting a major administrative challenge in delivering inclusive educational services to economically disadvantaged student populations.

82. (A) I, II, and III only
Adopting Information Technology in public school administration faces infrastructure bottlenecks, including unstable internet connectivity, limited bandwidth, frequent electrical outages lacking backup power, and hardware obsolescence. Conversely, an overabundance of specialized IT personnel does not represent an existing challenge; rather, public institutions typically face shortages of trained technical administrative support staff.

83. (A) Use phased implementation, assign tech-savvy peer mentors, and encourage small successes.
Overcoming technology hesitation among senior administrative and teaching staff requires empathetic change management strategies. Implementing new digital tools in gradual phases, pairing hesitation-prone staff with proficient peer mentors, and recognizing incremental progress builds technical capability and confidence, fostering a supportive institutional climate conducive to sustainable institutional digital transformation.

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CHAPTER 16

Classroom Observation and School Supervision

1. Which of the following best defines the primary purpose of classroom observation within the framework of educational management?
(A) To gather objective data on teaching and learning for instructional improvement
(B) To inspect the physical infrastructure, safety standards, and room arrangement
(C) To prepare confidential appraisal reports for annual faculty salary increments
(D) To ensure the prescribed syllabus is completed strictly per the school calendar

2. When distinguishing between modern classroom observation and traditional inspection, which of the following is an incorrect statement?
(A) Observation focuses on professional growth, whereas inspection focuses on fault-finding
(B) Observation is a collaborative process, whereas inspection is strictly hierarchical
(C) Observation is primarily conducted by external authorities, whereas inspection is conducted by peers
(D) Observation relies on continuous qualitative feedback, whereas inspection relies on sporadic quantitative rating

3. During a classroom observation, a Principal notes that a teacher relies entirely on rote-learning methods. Which of the following should be the Principal's immediate supervisory objective?
(A) Identifying core instructional gaps to provide targeted mentoring
(B) Issuing a formal show-cause notice regarding poor pedagogical practice
(C) Reassigning the teacher immediately to non-academic office duties
(D) Informing the School Management Committee to initiate disciplinary action

4. All of the following are legitimate purposes of classroom observation by a school Principal, except:
(A) Fostering a culture of reflective practice among staff
(B) Aligning classroom instruction with institutional goals
(C) Identifying areas for whole-school professional development
(D) Collecting evidence to justify predetermined punitive transfers

5. A Principal of a senior secondary school conducts a classroom observation of a newly recruited Mathematics teacher. The Principal notices that while the teacher has excellent subject knowledge, they struggle with classroom management. The Principal decides to focus exclusively on student-teacher interaction patterns during the next observation. What supervisory approach is the Principal utilizing?
(A) Comprehensive summative inspection
(B) Diagnostic and developmental supervision
(C) Laissez-faire administrative supervision
(D) Autocratic quality control supervision

6. Identify the correct pair regarding the focus areas of classroom observation:
(A) Pedagogical focus – Assessing structural integrity of classroom facilities
(B) Affective focus – Auditing departmental budget allocations and expenses
(C) Managerial focus – Evaluating transition times between learning activities
(D) Compliance focus – Measuring emotional intelligence quotients of students

7. Which of the following is a key characteristic of a formal classroom observation?
(A) It is typically unannounced and lasts for less than ten minutes during the school day
(B) It does not require any written documentation, record-keeping, or formal archiving
(C) It is primarily conducted by elected student representatives assessing staff members
(D) It follows a cycle of pre-observation, observation, and post-observation

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national repository offering standardized digital learning content mapped across state and national curricula. This architecture enables students and teachers from any region to access quality educational resources, digital textbooks, and interactive assessment modules seamlessly while preserving state-level contextual additions.

93. (A) It tracks completion and issues digital certificates for teacher training programs.
Integrating NISHTHA training modules into the DIKSHA platform enables heads of schools to oversee professional development digitally. The platform logs teacher enrollment, tracks course progress, assesses module completion, and issues verified digital certificates, providing school administrators with an auditable mechanism to monitor continuous professional development across institutional teaching staff.

94. (C) e-Pathshala hosts digital textbooks; DIKSHA offers QR-coded books and teacher modules.
National digital education initiatives fulfill complementary roles within the public framework. e-Pathshala serves primarily as a digital library providing access to electronic textbooks, audio-visual resources, and educational periodicals. DIKSHA expands on this infrastructure by incorporating QR-coded energized textbooks, interactive learning assets, assessment tools, and structured professional development courses for teachers.

95. (D) "DIKSHA supports multiple languages with state-uploaded regional content."
The DIKSHA platform is designed as an inclusive multi-lingual repository supporting various Indian languages. Individual states and Union Territories upload contextualized, curriculum-mapped learning content in regional languages. This structure ensures digital learning resources remain accessible to students and teachers across diverse linguistic demographics rather than restricting content to English and Hindi alone.

96. (C) A real-time stock trading interface for school financial investments
DIKSHA is an educational technology infrastructure focused exclusively on academic and professional learning support. Its features include QR code scanning for textbook-linked media, interactive quizzes, student progress assessments, and teacher training courses. Commercial interfaces like stock trading fall completely outside its legal mandate and administrative scope as a public educational platform.

97. (B) P-2, Q-3, R-1
Matching national platforms with their functions highlights the breadth of digital education systems. Online Labs provides virtual science experiment environments for interactive practical learning. The Shagun portal monitors Samagra Shiksha implementation and hosts school innovation repositories, while the National Repository of Open Educational Resources provides open, accessible digital educational learning media.

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98. (D) It combines a best-practices repository with online monitoring for Samagra Shiksha.
The Shagun portal, initiated by the Ministry of Education, acts as a dual-purpose administrative platform. It combines an extensive repository showcasing innovative best practices in school education with a continuous online monitoring system that tracks scheme implementation, resource allocation, and progress metrics under the flagship Samagra Shiksha educational program nationwide.

99. (A) It restricts access exclusively to urban broadband-equipped schools.
The PM e-VIDYA initiative was launched to unify digital, online, and broadcast education initiatives, ensuring equitable learning access nationwide. Far from restricting access to urban broadband users, it leverages multi-modal delivery systems, including dedicated educational television channels, radio broadcasts, and podcasts, specifically to reach rural, remote, and technologically underserved student populations.

100. (C) To provide digital resources and training modules targeting Foundational Literacy and Numeracy.
Integrating NIPUN Bharat goals with DIKSHA aims to achieve universal foundational literacy and numeracy for primary school children. The platform provides specialized digital learning resources, teaching-learning materials, and teacher training courses targeting foundational language and mathematical skills, supporting administrators and educators in achieving standardized early childhood learning outcomes nationwide.

(D) Collaborative and developmental

17. Which of the following is an incorrect statement about the clinical supervision model?
(A) It is best suited for administrative decisions regarding promotions and increments
(B) The teacher is an active participant in defining the focus of the observation
(C) The observer collects objective, descriptive data rather than evaluative ratings during the lesson
(D) The post-observation conference is designed to foster self-reflection in the teacher

18. The term 'clinical' in clinical supervision is used to denote:
(A) The process of diagnosing teacher deficits and prescribing mandatory formal punitive measures
(B) A pathological managerial model for rectifying poorly performing educational institutions
(C) Direct observation of teaching with detailed, objective data collection
(D) The exclusive reliance on standardized psychological testing and evaluation of teachers

19. What is the primary objective of the pre-observation conference in the clinical supervision cycle?
(A) To align on lesson context, objectives, and observation focus
(B) To inform the teacher about formal administrative penalties for unsatisfactory classroom performance
(C) To grade the teacher's preliminary lesson plan on a standardized institutional evaluation scale
(D) To dictate the specific pedagogical methods and instructional tools the teacher must utilize

20. A Principal meets with a Social Science teacher for a pre-observation conference. The teacher expresses anxiety about managing group activities. The Principal and teacher agree that the observation will specifically track how long it takes for groups to settle and the clarity of instructions given. What is the primary managerial benefit of this agreement?
(A) It shifts the accountability for poor classroom management entirely onto the enrolled students
(B) It allows the Principal to completely bypass providing constructive feedback on content knowledge
(C) It provides a concrete evidentiary basis for disciplinary action if group dynamics fail
(D) It establishes a clear, negotiated parameter for data collection

21. All of the following activities are expected during a pre-observation conference, except:
(A) Reviewing the lesson plan and expected learning outcomes
(B) Delivering summative judgments about the teacher's overall competence
(C) Deciding on the data collection instrument to be used
(D) Clarifying the teacher's concerns and specific areas where they want feedback

22. In a clinical supervision pre-observation conference, the role of the teacher is best described as:
(A) A passive recipient of administrative instructions and supervisory mandates
(B) A subordinate justifying their previous standardized examination results
(C) A co-planner who articulates instructional goals and observation focus
(D) An evaluator tasked with rating the Principal's supervisory competence

23. If a supervisor skips the pre-observation conference and proceeds directly to a formal clinical observation, what is the most likely negative effect?
(A) The supervisor will be unable to locate the designated classroom within the school facility
(B) The teacher will automatically deliver a flawless lesson due to the unexpected surprise element
(C) The students will actively refuse to participate in any structured learning activities
(D) The observation will lack an agreed focus, rendering data arbitrary or threatening

24. Which of the following questions is most appropriate for a supervisor to ask during a pre-observation conference?
(A) "What specific teaching behavior or student response should I focus on?"
(B) "Why are your students consistently disruptive and unmanageable during the final period?"

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8. In the context of instructional supervision, 'instructional walkthroughs' are best categorised as:
(A) Informal, brief, and frequent observations
(B) Formal, summative institutional evaluations
(C) Comprehensive clinical supervision cycles
(D) Standardized pedagogical compliance audits

9. Which of the following statements accurately reflects the utility of informal classroom observations?
(A) They are legally binding formal documents used exclusively in staff termination proceedings
(B) They provide an ongoing view of school climate and instructional culture
(C) They replace the requirement for any comprehensive formal teacher appraisal framework
(D) They require extensive pre-observation conferences and highly detailed lesson plans

10. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Informal classroom observations, when conducted frequently, can significantly reduce teacher anxiety regarding the supervisory process.
Reason (R): Frequent informal visits normalize the presence of the Principal in the classroom, shifting the perception from evaluation to continuous support.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. The primary distinction between formal and informal observation lies in:
(A) The degree of structure, duration, and prior scheduling
(B) The administrative rank of the designated observing officer
(C) The physical presence of the supervisor inside the classroom
(D) The specific subject domain being taught during the session

12. Identify the incorrect pair concerning types of observation and their typical duration:
(A) Formal Observation – Entire class period (35–45 minutes)
(B) Walkthrough – Brief, informal classroom visit (3–5 minutes)
(C) Clinical Observation – Full school day (6–7 hours)
(D) Learning Walk – Short collaborative peer visit (5–10 minutes)

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13. The Clinical Supervision model, which emphasizes a collegial and systematic approach to teacher observation, was primarily developed by:
(A) Frederick Winslow Taylor and Henri Fayol
(B) Kurt Zadek Lewin and Ronald Lippitt
(C) Paul Hersey and Kenneth H. Blanchard
(D) Morris Cogan and Robert Goldhammer

14. What is the correct sequence of the standard stages in the Clinical Supervision model?
(A) Observation, Pre-observation conference, Post-observation conference, Analysis and strategy, Post-conference analysis
(B) Pre-observation conference, Analysis and strategy, Observation, Post-conference analysis, Post-observation conference
(C) Pre-observation conference, Observation, Analysis and strategy, Post-observation conference, Post-conference analysis
(D) Analysis and strategy, Pre-observation conference, Observation, Post-observation conference, Post-conference analysis

15. Consider the following statements regarding the Clinical Supervision model:
I. It is heavily reliant on the supervisor's subjective judgment rather than objective data.
II. It requires a relationship built on mutual trust and collegiality between the supervisor and the teacher.
III. It aims to improve instruction through systematic cycles of planning, observation, and intensive analysis.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

16. The core philosophy underlying clinical supervision is that it is:
(A) Hierarchical and strictly directive
(B) Evaluative and heavily judgmental
(C) Standardized and highly inflexible

savings by streamlining workflows, reducing paper and printing expenses, and minimizing costly administrative errors, providing a clear explanation of how high initial capital outlays yield long-term institutional efficiency gains.

51. (A) BharatVC / NIC-VC
BharatVC, also known as NIC-VC, is the secure, government-approved video conferencing service developed and managed by the National Informatics Centre. Designed specifically for official communications, it provides encrypted, reliable digital meeting capabilities that satisfy strict government cybersecurity standards and administrative data protection protocols across public sector departments and educational institutions.

52. (C) Sharing the meeting link publicly on social media to ensure maximum reach
Maintaining meeting security requires restricting access credentials exclusively to authorized personnel. Publicly sharing meeting links on social media compromises virtual security, exposing official sessions to unauthorized intrusions and disruptions. Proper virtual meeting protocols mandate private link distribution, attendee verification, agenda circulation in advance, and muting non-speaking participants to control noise.

53. (A) The maximum data transfer rate of a network
In computer networking and digital communication, bandwidth refers to the maximum data transfer capacity of a network connection over a specific timeframe, usually measured in bits per second. Sufficient bandwidth ensures stable video feeds, smooth audio transmission, and reliable data sharing during online administrative virtual conferences and institutional remote operations.

54. (D) Formally notifying participants or obtaining explicit consent prior to recording
Recording administrative or disciplinary committee proceedings requires adherence to legal privacy standards. Administrators must formally notify all participants or obtain explicit prior consent before initiating session recording. Privacy guidelines require transparent disclosure regarding how meeting recordings will be securely stored, accessed, and utilized within official administrative documentation and record-keeping systems.

55. (A) I, II, and III only
Virtual meeting security protocols require controlled access mechanisms, such as screening attendees in waiting rooms, setting meeting passwords, and locking sessions once all participants join. Granting unrestricted screen-sharing privileges by default introduces security risks, including unvetted content displays or disruptions, making centralized host control over screen sharing essential for administrative sessions.

56. (C) Pause proceedings to troubleshoot, and reschedule with formal notice if unresolved.
Severe technical disruptions or connectivity failures during statutory committee meetings compromise meaningful participation and quorum requirements. When technical issues prevent stakeholders from participating, administrators should temporarily pause proceedings to troubleshoot. If connectivity cannot be restored promptly, the meeting must be rescheduled with formal advance notice to preserve procedural fairness and participation.

57. (D) End-to-End Encryption – Automatically transcribing spoken meeting audio into text
End-to-End Encryption is a cybersecurity protocol that secures communications by scrambling data so that only authorized communicating users can decrypt and access it. It prevents unauthorized interception. Transcription services, on the other hand, convert spoken audio into written text through automated speech recognition, serving a distinct function from data security protocols.

58. (A) II, I, III, V, IV
Conducting official video conferences requires a logical sequence of administrative actions. The meeting lead first defines objectives and drafts an agenda. Next, a secure meeting link with credentials is generated and circulated along with joining instructions. The meeting is then hosted to conduct business and record attendance, concluding with drafting and circulating official meeting minutes.

59. (B) They carry equal legal weight as physical meetings if minutes are properly documented and approved.
Decisions made during administrative virtual meetings possess full legal and procedural validity provided statutory protocols are observed. Maintaining proper notification,

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(C) "Do you genuinely believe you deserve the annual salary increment you applied for?"
(D) "Have you formally considered applying for a transfer to another educational institution?"

25. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): During the observation phase of clinical supervision, the supervisor should record objective, descriptive data rather than evaluative comments.
Reason (R): Evaluative comments made during data collection can introduce observer bias and trigger defensiveness during the post-observation conference.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. What is the primary role of the supervisor during the actual observation phase of a clinical supervision cycle?
(A) To actively step in and correct pedagogical mistakes in front of students
(B) To unobtrusively record classroom events as agreed in the pre-conference
(C) To thoroughly evaluate student notebooks and work samples during the lecture
(D) To actively co-teach and deliver the instructional lesson alongside the teacher

27. Which of the following is considered the most effective tool for data collection during a clinical classroom observation focused on teacher-student questioning patterns?
(A) A verbatim transcript or seating chart tracking questioning patterns
(B) A generalized numerical rating scale (1 to 5) assessing teacher enthusiasm
(C) An administrative audit report evaluating the physical classroom inventory
(D) The institution's official annual financial and budget ledger statement

28. Which of the following practices by a Principal during a formal classroom observation is considered inappropriate?
(A) Arriving prior to the scheduled start time to avoid disturbing the ongoing instructional lesson
(B) Taking detailed descriptive notes focused strictly on agreed-upon observation parameters
(C) Interrupting mid-lesson to correct a factual error on the chalkboard
(D) Remaining seated quietly at the back or side of the room throughout the entire observation period

29. The technique of "scripting" during classroom observation refers to:
(A) Collaboratively drafting detailed daily lesson plans for the instructor beforehand
(B) Reading directly from a pre-written administrative evaluation template during feedback sessions
(C) Memorizing institutional observation metrics prior to entering the classroom environment
(D) Recording verbatim what teacher and students say during a lesson segment

30. Consider the following methods of data collection during the observation phase:
I. Selective verbatim recording of transition instructions.
II. Tally marks indicating the frequency of positive reinforcement.
III. Global rating scales assigning an overall grade without specific evidence.
IV. Seating chart analysis to map teacher physical movement.
Which of the above are considered valid, objective data collection methods in clinical supervision?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, II, and IV only
(D) I, III, and IV only

31. The primary purpose of the post-observation conference is to:
(A) Issue the final formal performance rating for the teacher's annual administrative record
(B) Collaboratively analyze observational data and plan growth areas
(C) Systematically identify and criticize every pedagogical error made during the lesson
(D) Compare individual teacher performance against departmental peer benchmarks

32. What is the ideal sequence of steps in a post-observation conference?
(A) Supervisor dictates mandatory corrective measures, teacher listens passively, formal evaluation is recorded, session ends

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(D) Provides first-hand, authentic data on the complex dynamics of the classroom

49. A major limitation of direct classroom observation is the tendency for teachers and students to alter their natural behavior due to the presence of the observer. In educational measurement and management, this phenomenon is known as:
(A) The Hawthorne Effect (Observer Effect)
(B) The Halo Effect (Cognitive Bias)
(C) The Pygmalion Effect (Expectation Bias)
(D) The Zeigarnik Effect (Task Memory Bias)

50. A newly appointed Principal observes that whenever they enter a classroom with a clipboard, the teacher immediately switches from interactive group work to a traditional lecture format. To obtain a more accurate assessment of daily pedagogical practices and mitigate the observer effect, the Principal should:
(A) Install hidden surveillance recording equipment throughout all school classrooms without prior staff notification
(B) Systematically penalize teachers who alter their natural instructional delivery style during official visits
(C) Conduct frequent informal walkthroughs to normalize presence
(D) Completely cease conducting classroom observations and rely strictly on standardized student examination results

51. Which of the following is an incorrect statement regarding direct observation?
(A) It is the only supervisory technique that should be used in a school
(B) It requires the observer to be skilled in data collection techniques
(C) It is subjective by nature unless specific criteria or rubrics are used
(D) It provides contextual evidence that standardized test scores cannot capture

52. To minimize observer bias during direct observation, a supervisor should:
(A) Formulate a definitive performance judgment within the initial two minutes of entering the classroom
(B) Rely entirely on unwritten personal memory rather than systematically recording detailed notes
(C) Conduct formal classroom observations exclusively for faculty members they personally favor
(D) Use a structured rubric or specific data collection tool

53. Compared to indirect supervisory techniques (like reviewing lesson plans or analyzing test scores), direct observation provides superior insight into:
(A) The instructor's long-term curriculum mapping and unit planning skills
(B) Immediate teacher-student interaction and classroom climate
(C) The overall socio-economic background of the enrolled student body
(D) The instructor's grading accuracy and consistency over the academic year

54. The primary benefit of implementing peer observation as a supervisory technique in schools is that it:
(A) Shifts the administrative burden of summative evaluation from the Principal to the teachers
(B) Encourages competitive behavior among faculty members
(C) Fosters a non-threatening, collaborative culture of mutual learning and professional sharing
(D) Eliminates the need for the Principal to be an instructional leader

55. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Peer observation data should not be utilized by the school administration for the summative appraisal or promotion of teachers.
Reason (R): Using peer observation for evaluation purposes destroys the trust required for honest reflection and collaborative problem-solving among peers.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. Which of the following is an essential pre-requisite for a successful peer observation program in a school?
(A) Training on conducting observations and providing feedback
(B) Establishing a highly competitive, individualized, and isolated organizational

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Assertion (A): Effective school supervision must be treated as a continuous, year-round process rather than a one-time annual event.
Reason (R): Continuous supervision provides ongoing feedback and timely interventions, which are critical for sustained professional growth and instructional improvement.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. The ultimate goal of all supervisory activities conducted by a school Principal is the:
(A) Satisfaction of educational inspection teams
(B) Improvement of student achievement and holistic development
(C) Maximization of teacher workload
(D) Eradication of peer interactions among teachers

42. Which of the following is a hallmark trait of a democratic supervision approach?
(A) Encouraging participative decisions and professional autonomy
(B) The supervisor independently formulates all instructional decisions without consulting teaching staff
(C) The supervisor relies systematically on coercion and institutional fear to motivate staff members
(D) The supervisor strictly enforces rigid, unyielding adherence to outdated departmental syllabi

43. An autocratic approach to school supervision is most likely to result in:
(A) A culture of compliance accompanied by high stress and low innovation
(B) High levels of intrinsic motivation among teachers
(C) Open and transparent communication between staff and management
(D) Enhanced collaborative action research within departments

44. The key differentiating factor between democratic and autocratic supervision lies in the:
(A) Size of the school being supervised
(B) Amount of funds available for professional development
(C) Distribution of power and the flow of communication
(D) The physical distance between the Principal's office and the classrooms

45. Consider the following statements regarding supervisory approaches:
I. Laissez-faire supervision provides maximum autonomy but often lacks direction and support.
II. Democratic supervision balances autonomy with collaborative guidance.
III. Autocratic supervision emphasizes strict control and top-down directives.
Which of the above statements is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

46. Identify the correct pair mapping the leadership style to its supervisory approach:
(A) Transformational leadership – Autocratic supervisory control and directive oversight
(B) Transactional leadership – Laissez-faire supervision prioritizing non-interference
(C) Instructional leadership – Democratic supervision focused on teaching and learning
(D) Dictatorial leadership – Peer supervision based on mutual professional collaboration

47. A school is transitioning to experiential learning pedagogies. Which supervisory approach should the Principal adopt to best support teachers through this pedagogical shift?
(A) Autocratic supervision, demanding immediate rigid compliance with prescribed experimental teaching models
(B) Democratic and clinical supervision, providing collaborative support and feedback
(C) Laissez-faire supervision, operating on the assumption that instructors will resolve difficulties independently
(D) Punitive supervision, systematically issuing formal reprimands to educators who struggle during initial implementation

48. A significant benefit of direct observation as a supervisory technique is that it:
(A) Eliminates the need for pre-observation planning
(B) Allows the supervisor to evaluate the teacher without the teacher's knowledge
(C) Reduces the financial expenditure of the school

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(A) Open Area
(B) Hidden Area
(C) Unknown Area
(D) Blind Area

65. A teacher's self-evaluation report rates their classroom management as 'Excellent.' However, during multiple observations, the Principal notes chaotic transitions and frequent disruptions. How should the Principal handle this discrepancy during the feedback conference?
(A) Present objective data and collaboratively explore perception gaps
(B) Completely ignore the teacher's self-evaluation submission and unilaterally enforce the Principal's numerical rating
(C) Formally accuse the teacher of deliberate dishonesty and misrepresentation on their official self-evaluation document
(D) Unconditionally concur with the teacher's self-evaluation rating in order to avoid initiating a difficult dialogue

66. What is the primary purpose of using rubrics in classroom observation?
(A) To systematically ensure that all teaching staff fail to achieve the highest institutional performance standards
(B) To completely eliminate the necessity of conducting face-to-face post-observation feedback conferences
(C) To provide a standardized framework making expectations clear and data objective
(D) To construct an intentionally convoluted administrative burden for institutional school leaders

67. A well-designed observation rubric must be characterized by:
(A) Clear observable indicators distributed across proficiency levels
(B) Ambiguous and vague wording designed to maximize subjective administrative interpretation
(C) Primary and exclusive focus on the physical grooming and appearance of the teacher
(D) Exclusively quantitative metrics completely devoid of descriptive qualitative indicators

68. How does an observation checklist differ fundamentally from an observation rubric?
(A) A checklist measures the qualitative execution of a behavior, whereas a rubric measures simple presence or absence
(B) A checklist is utilized strictly for informal observations, whereas a rubric is used solely during formal inspections
(C) A checklist is constructed by student committees, whereas a rubric is issued directly by education boards
(D) A checklist tracks behavior presence; a rubric provides descriptive quality scales

69. When developing a classroom observation rubric for a school, what is the most appropriate first step?
(A) Directly adopting and copying an observation rubric from a corporate commercial business model
(B) Defining core teaching dimensions aligned with pedagogical vision and policies
(C) Establishing administrative punitive measures and sanctions for instructors receiving low scores
(D) Assigning numerical point values across proficiency tiers prior to defining descriptive operational criteria

70. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): While standardized observation rubrics ensure consistency, they should allow flexibility to accommodate different subjects and pedagogical strategies.
Reason (R): A rubric rigidly designed for a lecture-based mathematics class may fail to accurately capture the dynamics of an art-integrated or inquiry-based science lesson.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

71. Which of the following is NOT typically a component of an instructional observation rubric?
(A) Domain/Category (e.g., Classroom Climate)
(B) Indicators of performance (e.g., Uses positive reinforcement)
(C) Levels of performance (e.g., Emerging, Proficient, Exemplary)
(D) Teacher's financial investment in classroom materials

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school culture
(C) Mandating prompt administrative reporting of all identified peer mistakes directly to the Principal
(D) Directly linking peer observation evaluations and findings to annual individual financial bonuses

57. A major barrier to the effective implementation of peer observation in schools is:
(A) Teachers' total inherent inability to comprehend modern pedagogical theory and practice
(B) Timetable constraints and scheduling inflexibility
(C) Express statutory prohibition of peer interaction under educational regulations
(D) The chronic over-availability of qualified substitute teachers across departments

58. What is the most appropriate role for a Principal in a peer observation program?
(A) To act as a covert administrative monitor, instructing observing teachers to secretly report peer deficiencies
(B) Facilitating with time, structure, and training while respecting feedback privacy
(C) To strictly dictate the precise corrective feedback that peers are permitted to give to one another
(D) To grade the quality of peer observations and incorporate those scores directly into annual appraisals

59. Which of the following statements about peer observation is correct?
(A) It involves reciprocal classroom visits to observe diverse teaching styles and provide feedback
(B) It is exclusively effective when novice teachers observe highly experienced, veteran staff members
(C) It completely supersedes statutory performance appraisal requirements conducted by the Head of Institution
(D) It is an obsolete supervisory approach that has been entirely replaced by formal clinical models

60. Consider the following tools used for teacher self-evaluation:
I. Video-recording of one's own lesson.
II. Reflective journals and teaching portfolios.
III. Student feedback questionnaires.
IV. Standardized external board examination results.
Which of the above are primarily utilized as direct mechanisms for a teacher's qualitative self-evaluation and reflective practice?
(A) I and II only
(B) II and III only
(C) I, II, and III only
(D) I, II, III, and IV

61. A primary limitation of self-evaluation by teachers as a supervisory technique is:
(A) It systematically encourages deep personal reflection regarding instructional methodologies and classroom strategies
(B) It grants classroom instructors an excessively broad degree of unmonitored professional autonomy
(C) It significantly reduces institutional reliance on external standardized student testing procedures
(D) It is prone to self-serving bias, overestimation, and unaddressed blind spots

62. Which of the following is considered the most comprehensive tool for a teacher's long-term self-evaluation and professional growth?
(A) A daily institutional attendance register tracking punctuality
(B) A single-page compliance checklist completed at year-end
(C) A teaching portfolio with lesson plans, student work, and reflections
(D) The school administration's official annual financial report document

63. The fundamental purpose of encouraging self-evaluation among teachers is to:
(A) Foster self-identified growth and intrinsic motivation for improvement
(B) Provide school leadership with documented administrative grounds for denying casual leave requests
(C) Shift institutional responsibility for unsatisfactory student academic results entirely onto individual staff
(D) Create a public, performance-based competitive ranking and sorting system among departmental faculty

64. In the context of the Johari Window framework applied to educational supervision, self-evaluation combined with clinical observation helps a teacher reduce their:

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(D) Satisfy the immediate demands of student parents; Satisfy the regulatory requirements of Education Boards

80. A school Principal aims to introduce a new formative peer-supervision model for professional development. However, teachers are highly resistant, fearing the data will be used for their annual performance appraisal. As a managerial leader, what is the most appropriate action for the Principal?
(A) Mandate participation across all departments and threaten to withhold annual increments for non-compliance
(B) Completely abandon the proposed supervision model, assuming teacher resistance cannot be reasonably overcome
(C) Secretly utilize peer observation data for appraisal documentation to guarantee administrative accountability
(D) Separate development from appraisal via clear policy firewalls

81. Identify the correct pair regarding the dual purposes of supervision:
(A) Professional Development – Innovation without fear of penalty
(B) Formative Supervision – High stakes administrative decisions regarding retention, promotion, or dismissal
(C) Summative Evaluation – Continuous instructional coaching, mentoring, and collaborative skill improvement
(D) Evaluative Supervision – Peer-led non-threatening observational feedback sessions

82. What is the most likely consequence of a school administration conflating (mixing up) supervision for professional development with high-stakes evaluation?
(A) Teachers will actively take greater pedagogical risks and experiment with innovative instructional strategies
(B) The overall institutional climate will become highly collaborative, open, and professionally supportive
(C) Trust erodes, leading teachers to hide weaknesses and stage performances
(D) Formal clinical supervision cycles will automatically become perfectly objective, valid, and reliable

83. Which of the following statements is incorrect regarding the balance between development and evaluation in school supervision?
(A) Principals should perform development and evaluation simultaneously
(B) Both development and evaluation represent essential, complementary functions of school administration
(C) Evaluative processes ensure necessary organizational accountability to broader educational standards
(D) Developmental processes ensure ongoing capacity building and skill enhancement of the teaching staff

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84. According to modern educational leadership theories, the primary responsibility of a Principal as an 'instructional supervisor' is to:
(A) Oversee financial allocations, facility repairs, and physical infrastructure maintenance
(B) Ensure comprehensive physical safety, emergency protocols, and security across school premises
(C) Resolve interpersonal disputes and administrative grievances among non-teaching support staff
(D) Lead learning improvement through active pedagogical engagement

85. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A Principal acting strictly as an administrative manager is insufficient for improving a school's academic outcomes.
Reason (R): Instructional leadership requires the Principal to actively observe classrooms, align curriculum, and mentor teachers in pedagogical practices.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. Which of the following is the most significant barrier preventing Principals from effectively fulfilling their role as instructional supervisors?
(A) Express statutory lack of administrative authority under educational regulations
(B) Strict prohibition of classroom instructional visits enforced by the School Management Committee
(C) Overwhelming demands of routine managerial tasks
(D) The rapidly advancing technological

72. The 'Sandwich Method' of providing feedback post-observation refers to:
(A) Positioning constructive feedback between positive comments
(B) Conducting the post-observation feedback session informally during the faculty lunch break
(C) Delivering comparative post-observation feedback to two classroom teachers simultaneously
(D) Delivering strong negative criticism strictly at both the very beginning and conclusion of the session

73. A Principal uses non-directive feedback during a post-observation conference. This means the Principal is primarily:
(A) Providing explicit, authoritative instructions detailing precisely how to teach the subsequent lesson
(B) Using open questioning to help the teacher self-analyze and find solutions
(C) Generating a formal written evaluation report without conducting any face-to-face verbal discussion
(D) Completely avoiding the post-observation conference to prevent interpersonal awkwardness

74. Which type of feedback is most appropriate when observing a severely struggling novice teacher who lacks basic classroom management skills and requests immediate help?
(A) Directive feedback with clear, actionable modeling
(B) Unstructured laissez-faire observational feedback
(C) Purely reflective, non-directive feedback inquiry
(D) Differentiated peer-mediated feedback exclusively

75. Consider the following principles of providing constructive feedback:
I. Feedback should be timely, occurring soon after the observation.
II. Feedback should be focused on specific, observable behaviors rather than general traits.
III. Feedback should encompass an overwhelming number of corrections to ensure rapid improvement.
Which of the above principles is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

76. All of the following are examples of good practices in providing post-observation feedback, except:
(A) Grounding the conversation thoroughly in objective evidence collected during the actual observation session
(B) Utilizing "I" statements and framing supervisory concerns as open questions to encourage teacher self-reflection
(C) Unfavorably comparing performance to a departmental colleague
(D) Collaboratively establishing SMART goals and targets for the subsequent observation cycle

77. Which of the following is the most constructive way to frame feedback regarding low student engagement?
(A) "Your lesson delivery was entirely unengaging, and the enrolled students were visibly paying no attention whatsoever."
(B) "You fundamentally lack the personal charisma and dynamism required to keep a secondary class properly engaged."
(C) "If the students fail to show active engagement during my next visit, I will be forced to issue a formal written warning."
(D) "Noticeable off-task behavior occurred during the lecture. How might we add interaction?"

78. When supervision is conducted for 'professional development', its nature is primarily _____; when conducted for 'evaluation purposes', its nature is primarily _____.
(A) Summative; Formative
(B) Autocratic; Democratic
(C) Formative; Summative
(D) Objective; Subjective

79. The key distinction between supervision for professional development and supervision for evaluation is that the former aims to _____, while the latter aims to _____.
(A) Systematically measure professional competence against standards; Nurture ongoing institutional growth
(B) Nurture ongoing growth; Measure competence for personnel decisions
(C) Identify grounds for dismissing failing teachers; Identify high-performing staff for rapid promotion

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(B) Supervisor lists performance deficiencies, objective data is withheld, teacher defends practice, future targets are imposed
(C) Supervisor issues final numerical appraisal rating, teacher signs acknowledgment documentation, formal meeting concludes
(D) Teacher self-reflects, supervisor presents data, joint analysis occurs, mutual goals are set

33. Which of the following is a characteristic of effective feedback provided during a post-observation conference?
(A) It is descriptive, specific, and based on recorded evidence
(B) It is broad and general (e.g., "You need to improve your teaching")
(C) It is focused on the person rather than the behavior
(D) It is delayed for several weeks to allow the teacher to forget the stress of the lesson

34. All of the following should be avoided by a Principal during a post-observation feedback session, except:
(A) Overloading the teacher with too many areas for improvement at once
(B) Focusing on personality traits rather than instructional practices
(C) Using the observational data to guide the conversation
(D) Dominating the conversation and preventing teacher reflection

35. A Principal conducts a post-observation conference. When presented with data showing that only 10% of students participated in the discussion, the teacher becomes defensive, blaming the students' lack of intelligence. What is the most appropriate supervisory response?
(A) Redirect to objective data, prompting reflection on questioning strategies
(B) Terminate the conference immediately and issue a formal administrative memo for unprofessional insubordination
(C) Unconditionally agree with the teacher's assertion in order to prevent interpersonal conflict and discomfort
(D) Threaten administrative pay deductions if student participation levels fail to show immediate improvement

36. Identify the incorrect pair regarding types of feedback:
(A) Directive feedback – Supervisor prescribes specific actions for the teacher to take
(B) Collaborative feedback – Supervisor and teacher brainstorm solutions together
(C) Non-directive feedback – Supervisor actively guides the teacher's self-reflection through questioning
(D) Evaluative feedback – Supervisor provides completely objective data without any judgment

37. In the context of educational management, how does 'supervision' fundamentally differ from 'inspection'?
(A) Supervision is periodic and fault-finding in nature; inspection provides continuous professional support to faculty members
(B) Supervision aims to improve learning; inspection checks administrative compliance
(C) Supervision is conducted exclusively by government auditors; inspection is performed internally by the Principal
(D) Supervision focuses primarily on auditing financial records; inspection focuses strictly on pedagogical delivery

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38. The modern concept of school supervision is most accurately described as:
(A) An autocratic administrative mechanism designed to maintain strict compliance among faculty staff
(B) A static, periodic assessment evaluating an instructor's baseline academic content knowledge
(C) A dynamic process of collaborative professional growth
(D) A purely administrative routine entirely disconnected from actual classroom teaching realities

39. Which of the following statements correctly identifies an objective of school supervision?
(A) To ensure that all teachers adopt a uniform, identical teaching style
(B) To isolate underperforming teachers from the rest of the faculty
(C) To centralize all pedagogical decision-making in the hands of the Principal
(D) To facilitate curriculum transaction and enhance student learning outcomes

40. Given below are two statements: one is labelled as Assertion (A) and the other is labelled as Reason (R).

competence and digital literacy of modern classroom teachers

87. An effective instructional supervisor demonstrates which of the following behaviors?
(A) Remaining strictly confined to the executive office to ensure all administrative paperwork is completed
(B) Delegating all academic supervisory functions entirely to junior staff members without leadership oversight
(C) Relying exclusively on end-of-term student marksheets and report cards to evaluate teacher effectiveness
(D) Maintaining high school visibility and visiting classrooms often

88. In the context of the Principal's role, 'distributed leadership' in school supervision implies:
(A) Sharing leadership roles to build a supervisory team
(B) The Principal completely abdicating and renouncing all official instructional supervisory responsibilities
(C) Distributing observational and supervisory tasks randomly among elected student council representatives
(D) Outsourcing formal classroom observation and teacher appraisal to private external educational agencies

89. According to Philip Hallinger's model of instructional leadership, which of the following is NOT one of the three core dimensions of a Principal's instructional role?
(A) Defining the school's mission
(B) Maximizing the school's financial profit
(C) Managing the instructional program
(D) Promoting a positive school learning climate

90. Consider the following challenges in effective school supervision:
I. Role ambiguity between support and evaluation.
II. Lack of specialized pedagogical knowledge in all subjects by the observer.
III. Inadequate time due to administrative overload.
IV. Strong unionized resistance to objective appraisal systems.
Which of the above are recognized challenges faced by Principals in conducting effective school supervision?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

91. To overcome the challenge of time constraints in school supervision, a highly effective Principal should:
(A) Schedule supervisory blocks and delegate routine tasks
(B) Completely cease conducting classroom observations and rely instead on informal staff rumors and hearsay
(C) Exclusively observe classroom teachers who have formally received written complaints from student parents
(D) Conduct all mandatory annual classroom observations during the crowded schedule of the school annual day

92. Teacher resistance to supervision is a common challenge. This resistance is most effectively mitigated by:
(A) Issuing strict, non-negotiable administrative circulars mandating immediate compliance across departments
(B) Conducting unannounced surprise inspections with multiple senior observers to intimidate resistant staff
(C) Building psychological safety, trust, and clear communication
(D) Drastically reducing the frequency of official classroom observations to once every five academic years

93. A Principal is an expert in English Literature but must observe a Senior Secondary Physics class. The challenge of lacking specific subject-matter expertise is best addressed by:
(A) Formally refusing to conduct any classroom observation for the Senior Secondary Physics instructor
(B) Pretending to possess deep content mastery and providing arbitrary feedback on advanced physics concepts
(C) Assigning the non-teaching school administrative clerk to observe and evaluate the Physics lecture
(D) Focusing on general pedagogy, engagement, and classroom climate

94. Which of the following systemic challenges often undermines the developmental purpose of clinical supervision in school settings?
(A) The widespread availability and institutional

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adoption of highly detailed, standardized subject syllabi
(B) The abundant unallocated administrative time available to institutional heads in public school settings
(C) Record use for disciplinary compliance over genuine mentoring
(D) The strong, consistent intrinsic professional motivation exhibited by all newly recruited educators

95. A newly promoted Principal finds that senior teachers, many of whom were former peers, are highly resistant to being observed, citing their years of experience as proof of competence. What is the most managerially sound approach for the Principal to establish an effective supervisory culture?
(A) Unilaterally exercise positional administrative authority by immediately issuing official memos to non-compliant staff
(B) Initiate dialogue on growth and introduce peer visits first
(C) Formally exempt senior teaching faculty from observation while concentrating oversight entirely on probationary recruits
(D) Tender an immediate administrative resignation from the principalship post citing widespread staff insubordination

96. What is the general consensus regarding the frequency of classroom observations for newly inducted (probationary) teachers compared to veteran, high-performing teachers?
(A) Both probationary and veteran teachers should be observed with the exact same frequency to maintain equity
(B) Highly experienced veteran teachers should be observed far more frequently to prevent professional complacency
(C) Novice probationary teachers should not undergo any classroom observations during year one to minimize stress
(D) Novice teachers require frequent formative visits; veterans use differentiated cycles

97. In a comprehensive school supervision plan, what is the role of unannounced observations (drop-ins)?
(A) They provide an authentic snapshot complementing scheduled observations
(B) They are considered entirely unethical supervisory practices and should never be utilized in schools
(C) They should completely supersede and replace traditional formal clinical supervision cycles across departments
(D) They are utilized exclusively as a punitive mechanism to catch tardy teachers arriving late to assigned classes

98. When scheduling formal clinical observations, it is considered best practice to:
(A) Systematically schedule all required formal observations during the final week of the academic session
(B) Schedule classroom observations primarily during the instructor's unassigned non-teaching free periods
(C) Avoid scheduling prior to major holidays or testing weeks
(D) Observe teachers exclusively when they are delivering instruction in their least preferred subject domain

99. If a Principal conducts classroom observations too infrequently (e.g., once every two years), what is the most likely outcome?
(A) Observations become high-stress events rather than routine growth opportunities
(B) Classroom teachers will experience a profound, sustained increase in their intrinsic motivation and morale
(C) The observational data collected by administration will become significantly more reliable and scientifically valid
(D) The overall academic performance of the institution will automatically improve as a direct result of increased autonomy

100. A Principal is tasked with designing an annual observation calendar for a school with 60 teachers. Recognizing that it is impossible to run full clinical cycles for everyone, what is the most strategically sound scheduling approach?
(A) Cancel formal observations entirely and rely purely on brief walkthroughs for all faculty staff members
(B) Divide faculty alphabetically and observe ten teachers per year, creating a six-year observation cycle
(C) Delegate all classroom observation responsibilities entirely to the non-teaching school librarian
(D) Implement a differentiated cycle based on teacher experience and demonstrated need

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ANSWERS

1. (A) To gather objective data on teaching and learning for instructional improvement
Classroom observation within educational management serves the fundamental purpose of gathering systematic, objective data regarding teaching processes and student engagement. By analyzing real-time instructional delivery, observers can identify specific pedagogical strengths and areas needing refinement. This constructive process ultimately supports targeted teacher professional growth, enhances instructional effectiveness, and drives student achievement.

2. (C) Observation is primarily conducted by external authorities, whereas inspection is conducted by peers
Modern classroom observation is internal, developmental, and often peer-led or supervisor-led within a school culture, whereas traditional inspection relies on external supervisory authorities conducting infrequent evaluations. Traditional inspections focus on compliance, administrative auditing, and institutional grading, while observation emphasizes collaborative reflection, internal peer coaching, and continuous professional growth to improve teaching methodologies.

3. (A) Identifying core instructional gaps to provide targeted mentoring
When a supervisor identifies inefficient teaching practices like reliance on rote memorization, the immediate supervisory goal is to diagnose underlying instructional gaps and offer constructive guidance. Rather than imposing punitive administrative measures, effective instructional leaders focus on developmental coaching, providing targeted professional mentoring, and guiding educators toward student-centered, active learning strategies.

4. (D) Collecting evidence to justify predetermined punitive transfers
Classroom observation is designed to serve formative, supportive, and institutional growth objectives rather than punitive administrative agendas. Using observation to gather biased evidence for predetermined punitive actions contradicts developmental supervision principles. Legitimate observations aim to promote reflective practice, align classroom teaching with institutional goals, and identify broader faculty professional development needs.

5. (B) Diagnostic and developmental supervision
Targeting specific instructional challenges, such as classroom management during student interactions, reflects a diagnostic and developmental supervisory approach. This strategy moves away from generalized summative rating scales toward diagnosing precise skill deficits. By isolating specific teaching behaviors during targeted observations, supervisors provide focused mentoring that fosters targeted skill acquisition and professional development.

6. (C) Managerial focus – Evaluating transition times between learning activities
The managerial dimension of classroom observation evaluates the efficiency of classroom routines, time management, physical organization, and transitional activities between instructional tasks. Assessing transition times reflects managerial focus because efficient transitions maximize active learning time and minimize behavioral disruptions, whereas pedagogical focus concentrates on teaching strategies and affective focus concerns emotional climate.

7. (D) It follows a cycle of pre-observation, observation, and post-observation
A formal classroom observation follows a structured three-stage cycle comprising a pre-observation conference, the actual classroom observation, and a post-observation reflection conference. This systematic framework ensures that observation goals are collaboratively established, evidence is objectively recorded using clear rubrics, and detailed feedback is provided to support targeted professional growth.

8. (A) Informal, brief, and frequent observations
Instructional walkthroughs are short, informal, and frequent classroom visits lasting a few minutes to gather ongoing snapshots of teaching and learning culture. Unlike formal summative

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44. (C) Distribution of power and the flow of communication
The primary distinction between democratic and autocratic supervisory approaches lies in how decision-making power is distributed and how communication flows. Democratic supervision distributes power through collaborative, multi-directional dialogue, whereas autocratic supervision concentrates authority centrally at the top, relying on vertical, directive communication to enforce compliance across staff.

45. (D) I, II, and III
Laissez-faire supervision offers complete freedom but often lacks structured guidance; democratic supervision combines professional autonomy with supportive collaborative oversight; and autocratic supervision relies on strict, top-down control. All three descriptions accurately capture the core characteristics of these distinct supervisory approaches within educational administration literature.

46. (C) Instructional leadership – Democratic supervision focused on teaching and learning
Instructional leadership aligns closely with democratic supervision, as both prioritize collaborative enhancement of teaching and learning dynamics. Instructional leaders engage teachers in professional dialogue, support pedagogical experimentation, and foster shared decision-making, ensuring that supervisory activities focus continuously on improving curriculum transaction and student achievement.

47. (B) Democratic and clinical supervision, providing collaborative support and feedback
When introducing new pedagogical paradigms like experiential learning, supervisors should utilize democratic and clinical supervision. This supportive framework provides non-threatening guidance, targeted observational feedback, and collaborative problem-solving. Educators require safe environments to experiment with unfamiliar teaching strategies, receive constructive coaching, and build confidence during major pedagogical transitions.

48. (D) Provides first-hand, authentic data on the complex dynamics of the classroom
Direct classroom observation allows supervisors to gather first-hand, context-specific evidence regarding teacher-student interactions, learning environments, and real-time instructional delivery. Unlike indirect metrics such as lesson plans or test scores, direct observation captures the authentic complexity of classroom life, enabling accurate diagnosis of teaching strengths and development needs.

49. (A) The Hawthorne Effect (Observer Effect)
The Hawthorne Effect, also known as the observer effect, occurs when individuals alter their normal behavior simply because they know they are being observed. In classroom observations, teachers or students may display unnaturally heightened performance or altered routines, potentially skewing the authenticity of observed teaching dynamics.

50. (C) Conduct frequent informal walkthroughs to normalize presence
To mitigate the Hawthorne Effect and reduce observer anxiety, school leaders should conduct frequent, brief, informal classroom walkthroughs. Normalizing supervisor presence within classrooms helps teachers and students maintain their natural routines. Over time, regular unannounced visits remove the novelty of supervisory presence, providing a accurate picture of everyday instruction.

51. (A) It is the only supervisory technique that should be used in a school
Direct classroom observation is a vital supervisory tool, but relying on it exclusively provides an incomplete picture of professional performance. Comprehensive educational management integrates multiple supervisory techniques, including peer observation, self-evaluation, portfolio reviews, and collaborative planning, to support holistic professional growth and thorough institutional oversight.

52. (D) Use a structured rubric or specific data collection tool
Using structured observation rubrics and specific data collection instruments minimizes supervisor bias by anchoring evaluations in explicit, objective criteria. Standardized tools guide observers to record factual evidence rather than relying on subjective personal impressions, ensuring consistent, fair, and evidence-based post-observation feedback across all teaching staff.

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stakes administrative decisions like promotions, salary increments, or employment termination. Mixing clinical supervision with high-stakes personnel evaluations undermines the trust, transparency, and psychological safety essential for teachers to reflect honestly and address pedagogical weaknesses.

18. (C) Direct observation of teaching with detailed, objective data collection
In educational supervision, the term clinical signifies direct, face-to-face observation of actual classroom practice paired with systematic, detailed, and objective data collection. It reflects empirical analysis of concrete instructional events rather than distant, theoretical, or medical concepts, ensuring that feedback remains grounded entirely in observable classroom behaviors and interactions.

19. (A) To align on lesson context, objectives, and observation focus
The primary objective of the pre-observation conference is to establish a shared understanding between the supervisor and teacher regarding lesson context, learning objectives, and specific observation targets. This collaborative planning meeting clarifies the lesson structure, selects data collection instruments, and ensures that the upcoming observation focuses on mutually agreed areas of professional growth.

20. (D) It establishes a clear, negotiated parameter for data collection
Agreeing on specific focus areas during a pre-observation conference establishes clear, negotiated parameters for data collection. This collaborative agreement ensures the supervisor gathers relevant, objective evidence regarding designated classroom dynamics. Clear parameters reduce teacher anxiety, focus observation efforts on meaningful instructional elements, and provide a solid foundation for reflective post-observation discussions.

21. (B) Delivering summative judgments about the teacher's overall competence
Pre-observation conferences focus on forward-looking collaborative planning, reviewing lesson objectives, clarifying observation goals, and choosing data collection tools. Delivering summative judgments about teacher competence prior to observing the lesson is inappropriate, as evaluative judgments require analyzing collected evidence during post-observation stages rather than making premature assertions during pre-observation sessions.

22. (C) A co-planner who articulates instructional goals and observation focus
In clinical supervision, the teacher actively functions as a co-planner during the pre-observation conference. The teacher articulates lesson goals, explains planned pedagogical strategies, identifies potential challenges, and requests specific feedback focus areas. This active participation ensures the supervisory process remains collaborative, responsive to teacher needs, and conducive to meaningful professional learning.

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23. (D) The observation will lack an agreed focus, rendering data arbitrary or threatening
Bypassing the pre-observation conference deprives the observation of a mutually agreed focus and clear context. Without prior dialogue, data collection becomes unfocused, subjective, or perceived as an intimidating inspection. The pre-observation stage is essential for aligning expectations, establishing trust, and ensuring that collected evidence serves specific, developmental teacher needs.

24. (A) "What specific teaching behavior or student response should I focus on?"
Inquiries during pre-observation conferences should be open-ended, supportive, and focused on identifying specific pedagogical targets for data collection. Asking teachers to specify desired focus behaviors empowers them, establishes collaborative partnership, and ensures that data collection aligns directly with the teacher's professional growth goals and classroom context.

25. (A) Both A and R are true and R is the correct explanation of A
Recording objective, descriptive data during observations prevents personal bias from contaminating evidence collection. Evaluative comments made during observations often reflect subjective opinions, which trigger teacher defensiveness and impede constructive feedback during post-observation meetings. Maintaining strict objectivity during observation ensures that subsequent discussions rely on verifiable evidence, validating both statements.

evaluations or full clinical supervision cycles, walkthroughs provide continuous, low-stakes visibility, allowing school leaders to monitor school-wide instructional trends and maintain regular contact with classrooms.

9. (B) They provide an ongoing view of school climate and instructional culture
Informal classroom observations offer valuable administrative insight into daily instructional practices, classroom environment, and overall school culture. By visiting classrooms frequently without formal scheduling, school leaders obtain an authentic snapshot of learning environments. These visits complement formal evaluation frameworks by maintaining regular contact with teachers and fostering open communication.

10. (A) Both A and R are true and R is the correct explanation of A
Frequent informal classroom visits normalize the supervisory presence within learning spaces, transforming observations into routine daily occurrences rather than stressful evaluative events. When teachers become accustomed to regular walk-throughs, anxiety decreases significantly. This regular presence shifts teacher perceptions from fear of judgment to an appreciation of continuous support, directly validating both statements.

11. (A) The degree of structure, duration, and prior scheduling
The primary distinction between formal and informal classroom observation centers on structure, duration, and advance notice. Formal observations are scheduled in advance, last for complete lesson periods, and follow structured clinical cycles. Informal observations are brief, unscheduled drop-ins designed to gather quick snapshots of learning environments without requiring elaborate pre-conferences.

12. (C) Clinical Observation – Full school day (6–7 hours)
Clinical observation refers to a structured, cycle-based supervisory process focused on a single instructional lesson, typically lasting thirty to forty-five minutes, rather than an entire school day. It involves detailed pre-observation planning, targeted lesson data collection, and structured post-observation analysis, making a full-day duration incorrect within standard supervision definitions.

13. (D) Morris Cogan and Robert Goldhammer
The Clinical Supervision model was developed by Morris Cogan and Robert Goldhammer at Harvard University in the 1960s. Designed to enhance teacher professional growth through a systematic, data-driven, and collegial process, this approach replaced rigid traditional inspection with collaborative cycles of pre-observation planning, objective classroom data gathering, and post-observation reflection.

14. (C) Pre-observation conference, Observation, Analysis and strategy, Post-observation conference, Post-conference analysis
The standard clinical supervision model follows a five-stage sequence: pre-observation conference to define parameters, direct classroom observation, post-observation analysis and strategy formulation by the observer, post-observation conference for feedback and reflection, and final post-conference analysis to evaluate the supervisory cycle itself. This sequence ensures methodical and constructive instructional coaching.

15. (B) II and III only
Clinical supervision relies on trust, mutual respect, and collegial collaboration between supervisors and teachers, moving away from subjective judgment. It uses systematic, objective data collection during observations to analyze teaching methods and improve instruction through collaborative planning. Statements emphasizing mutual trust and systematic improvement accurately define this developmental supervisory framework.

16. (D) Collaborative and developmental
Clinical supervision is fundamentally collaborative and developmental, treating teachers as professional partners in their own growth. It focuses on face-to-face contact, objective evidence collection, and reflective dialogue. By avoiding top-down directive ratings, clinical supervision fosters internal motivation, enhances pedagogical skills, and creates a supportive environment for long-term instructional improvement.

17. (A) It is best suited for administrative decisions regarding promotions and increments
Clinical supervision is designed for formative teacher development and instructional enhancement, making it unsuitable for high-

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35. (A) Redirect to objective data, prompting reflection on questioning strategies
When faced with teacher defensiveness, an effective supervisor neutralizes emotion by redirecting focus to objective observational data. Posing reflective questions about specific strategies used during the lesson encourages self-analysis without provoking conflict. This data-driven approach shifts the interaction from defensive argument to objective, growth-oriented professional dialogue.

36. (D) Evaluative feedback – Supervisor provides completely objective data without any judgment
Evaluative feedback inherently involves making judgments, assigns ratings, or delivers value assessments regarding performance against established standards. Describing feedback as completely objective and non-judgmental contradicts the definition of evaluative feedback, as non-judgmental presentation of factual evidence aligns with descriptive or non-directive feedback approaches rather than evaluative mechanisms.

37. (B) Supervision aims to improve learning; inspection checks administrative compliance
Supervision is a developmental, collaborative process designed to enhance instructional quality and student learning through ongoing mentoring and guidance. In contrast, inspection is an administrative function focused primarily on evaluating compliance with statutory regulations, official policies, and prescribed institutional standards through periodic monitoring and auditing activities.

38. (C) A dynamic process of collaborative professional growth
Modern school supervision is viewed as a dynamic, collaborative, and ongoing process dedicated to professional development and instructional enhancement. It rejects outdated autocratic control, shifting focus toward empowering educators, facilitating reflective teaching practices, and fostering supportive professional learning communities to improve student learning outcomes across the institution.

39. (D) To facilitate curriculum transaction and enhance student learning outcomes
The primary objective of educational supervision is to facilitate effective curriculum delivery and improve student learning outcomes. Supervisory activities achieve this by supporting teachers, refining instructional strategies, providing resources, and creating positive classroom environments, ensuring that educational goals align with effective pedagogical practices across all classrooms.

40. (A) Both A and R are true and R is the correct explanation of A
School supervision must be continuous and ongoing rather than an isolated annual event to achieve sustained educational growth. Continuous supervision allows supervisors to provide timely feedback, monitor progress, and offer iterative support. Ongoing feedback enables educators to progressively refine teaching techniques, directly validating the necessity of year-round supervision.

41. (B) Improvement of student achievement and holistic development
The ultimate goal of all supervisory practices is maximizing student achievement and supporting holistic learner development. While supervision directly supports teacher development and pedagogical refinement, these institutional efforts serve as intermediate mechanisms aimed entirely at improving student learning experiences, academic performance, and overall educational development.

42. (A) Encouraging participative decisions and professional autonomy
Democratic supervision emphasizes collaboration, open communication, shared decision-making, and respect for teacher autonomy. Supervisors adopting this approach consult staff, encourage reflective practices, and foster cooperative problem-solving. This environment empowers educators to take initiative, share expertise, and actively contribute to school-wide instructional planning and professional growth.

43. (A) A culture of compliance accompanied by high stress and low innovation
Autocratic supervision relies on top-down directives, strict enforcement, and rigid oversight, creating a high-pressure workplace culture. This approach restricts teacher autonomy, stifles creative instructional experimentation, and heightens professional anxiety. Consequently, educators tend to adhere strictly to minimum administrative compliance rather than pursuing pedagogical innovation or collaborative growth.

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80. (D) Separate development from appraisal via clear policy firewalls
To address teacher resistance and build psychological safety, school leaders must establish clear policy firewalls separating formative peer supervision from summative appraisals. Guaranteeing that peer observation data remains confidential and unused in formal performance reviews preserves trust, encouraging genuine reflection, pedagogical experimentation, and authentic collaboration among teachers.

81. (A) Professional Development – Innovation without fear of penalty
Supervision aimed at professional development creates a safe space where teachers can innovate, experiment with new strategies, and refine skills without fear of administrative penalties. Formative processes prioritize growth over evaluation, whereas summative evaluation focuses on high-stakes administrative decisions, making development-oriented innovation an accurate pairing.

82. (C) Trust erodes, leading teachers to hide weaknesses and stage performances
Mixing professional development supervision with high-stakes evaluation erodes organizational trust and psychological safety. When teachers fear that developmental observations affect appraisals, they conceal instructional weaknesses and deliver staged, low-risk lessons. Conflating these functions prevents honest self-reflection and undermines meaningful, long-term pedagogical development across the school.

83. (A) Principals should perform development and evaluation simultaneously
Combining formative development and summative evaluation within the exact same observational event creates role conflict and undermines psychological safety. While both functions are essential administrative duties, leaders must maintain clear structural separation between supportive growth coaching and formal performance appraisal to foster teacher trust and developmental progress.

84. (D) Lead learning improvement through active pedagogical engagement
As instructional supervisors, school principals lead educational improvement through active engagement with teaching and learning dynamics. Modern educational leadership theories emphasize that while facility management and administrative duties are necessary, the principal's primary instructional responsibility is supporting teacher effectiveness, monitoring curriculum delivery, and driving academic success.

85. (A) Both A and R are true and R is the correct explanation of A
Managing routine administrative operations alone is insufficient to enhance student academic growth. Principals must serve as instructional leaders, actively engaging in classroom observations, curriculum alignment, and teacher mentorship. Active pedagogical leadership directly drives instructional quality and student achievement, validating both statements and their logical explanatory connection.

86. (C) Overwhelming demands of routine managerial tasks
The most significant barrier preventing principals from acting as effective instructional supervisors is time scarcity caused by routine administrative tasks. Managing facility operations, handling parent concerns, and completing reporting requirements absorb substantial time, leaving school leaders with insufficient opportunity to conduct regular classroom observations and mentor teaching staff.

87. (D) Maintaining high school visibility and visiting classrooms often
Effective instructional supervisors maintain high visibility across the school and visit classrooms frequently. Regular informal presence allows principals to stay connected to daily instructional practices, model educational priorities, support teachers, and understand student learning dynamics firsthand, fostering an open, improvement-oriented academic culture throughout the institution.

88. (A) Sharing leadership roles to build a supervisory team
Distributed leadership in supervision involves sharing supervisory responsibilities across a team, including department heads, master teachers, and instructional coaches. Rather than relying solely on the principal, distributed leadership leverages collective expertise, expands observational capacity, and promotes collaborative professional learning communities across all academic departments in the school.

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53. (B) Immediate teacher-student interaction and classroom climate
Direct classroom observation provides immediate visibility into active teacher-student dynamics, classroom climate, student engagement, and real-time instructional adjustments. While lesson plans and test scores reflect preparation and learning outcomes, direct observation uniquely captures operational realities, emotional atmosphere, and interpersonal interactions during actual teaching process execution.

54. (C) Fosters a non-threatening, collaborative culture of mutual learning and professional sharing
Peer observation creates a non-threatening environment where colleagues observe each other to share pedagogical practices, discuss instructional strategies, and foster professional learning communities. By removing administrative evaluation pressures, peer observation encourages open reflection, collaborative problem-solving, and continuous professional growth among teaching staff across diverse subject departments.

55. (A) Both A and R are true and R is the correct explanation of A
Peer observation relies fundamentally on psychological safety, open reflection, and mutual trust among colleagues. If peer observation data is used for high-stakes administrative evaluations or promotions, teachers become defensive and guarded. Keeping peer feedback strictly formative protects professional trust, enabling authentic collaboration and self-improvement, validating both statements.

56. (A) Training on conducting observations and providing feedback
For peer observation programs to succeed, participating teachers must receive proper training in observational techniques, data collection methods, and constructive feedback delivery. Effective training ensures that peer visits remain focused, professional, objective, and supportive, preventing peer observations from devolving into superficial exchanges or judgmental personal critiques.

57. (B) Timetable constraints and scheduling inflexibility
A significant practical barrier to implementing peer observation in schools is scheduling inflexibility and rigid timetables. Arranging coverage for teachers to observe peers during active teaching hours requires complex administrative planning. Without designated cover time or flexible scheduling structures, teachers struggle to participate regularly in reciprocal classroom visits.

58. (B) Facilitating with time, structure, and training while respecting feedback privacy
The Principal's key role in peer observation programs is providing structural support, allocating necessary scheduling time, and arranging professional training. Crucially, school leaders must respect the confidentiality of peer feedback. Refraining from collecting peer observational data for administrative evaluations preserves the psychological safety necessary for authentic collegial growth.

59. (A) It involves reciprocal classroom visits to observe diverse teaching styles and provide feedback
Peer observation involves reciprocal classroom visits where educators observe colleagues' teaching methodologies, gather observational data, and engage in reflective feedback sessions. This collaborative mechanism allows teachers across all experience levels to observe diverse instructional strategies, exchange constructive insights, and continuously refine their professional pedagogical techniques together.

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60. (C) I, II, and III only
Video recordings, reflective journals, teaching portfolios, and student feedback directly facilitate qualitative self-evaluation and reflective teaching. Standardized external exam scores reflect end-of-cycle student achievements influenced by numerous external factors, serving as quantitative summative measures rather than direct qualitative tools for individual teacher self-reflection and pedagogical analysis.

61. (D) It is prone to self-serving bias, overestimation, and unaddressed blind spots
A key limitation of self-evaluation is susceptibility to cognitive blind spots, self-serving bias, and inaccurate self-assessment. Teachers may overestimate their pedagogical effectiveness or miss unrecognized instructional flaws. Consequently, self-evaluation should be paired with objective data from peer observations

26. (B) To unobtrusively record classroom events as agreed in the pre-conference
During the observation phase, the supervisor acts as an unobtrusive observer, capturing accurate and detailed evidence of classroom events as agreed upon during the pre-observation conference. Interrupting instruction or co-teaching alters natural classroom dynamics and invalidates collected data, making silent, focused data collection the supervisor's primary task.

27. (A) A verbatim transcript or seating chart tracking questioning patterns
Tracking questioning patterns effectively requires objective tools like verbatim scripting or seating chart interaction maps. Scripting records exact teacher questions and student responses, while seating maps document physical distribution and frequency of questions. These instruments yield precise, verifiable data, superior to subjective rating scales when analyzing verbal interaction dynamics.

28. (C) Interrupting mid-lesson to correct a factual error on the chalkboard
Interrupting a lesson to correct errors undermines the teacher's authority, disrupts instructional flow, and creates anxiety among students. Supervisors must remain non-intrusive observers throughout the lesson. Any identified pedagogical or factual inaccuracies should be addressed constructively during the private post-observation conference rather than through public mid-lesson intervention.

29. (D) Recording verbatim what teacher and students say during a lesson segment
Scripting is an observational data collection technique where the supervisor writes verbatim records of verbal interactions between teacher and students during specific lesson segments. This objective narrative provides rich, unedited evidence of questioning techniques, wait time, language clarity, and student engagement, serving as reliable data for post-observation review.

30. (C) I, II, and IV only
Selective verbatim recording, frequency tally marks, and seating chart tracking provide objective, measurable evidence of specific classroom behaviors. Global rating scales assigning overall grades without supporting data introduce subjectivity and bias. Objective clinical supervision relies strictly on precise, factual data collection tools rather than impressionistic global ratings.

31. (B) Collaboratively analyze observational data and plan growth areas
The fundamental purpose of the post-observation conference is to collaboratively review collected evidence, analyze instructional effectiveness, and formulate professional growth goals. This reflective meeting provides a non-threatening environment where teachers and supervisors interpret observational data together, identify success factors, and establish actionable strategies for continuous instructional development.

32. (D) Teacher self-reflects, supervisor presents data, joint analysis occurs, mutual goals are set
An effective post-observation conference follows a logical sequence: the teacher first shares self-reflections, the supervisor presents objective observational data, both analyze the evidence collaboratively, and together they formulate future goals. This structure encourages self-awareness, reduces defensiveness, and reinforces a cooperative partnership focused on continuous pedagogical growth.

33. (A) It is descriptive, specific, and based on recorded evidence
Effective feedback in clinical supervision is descriptive, specific, and directly anchored in objective evidence collected during observation. Vague generalities or personal critiques provoke defensiveness and fail to guide practice. Specific observational data provides clear context, allowing teachers to reflect accurately on actionable behaviors and implement targeted improvements.

34. (C) Using the observational data to guide the conversation
Anchoring post-observation feedback discussions in objective, recorded data is a core principle of sound supervision. Unlike personal criticisms, excessive corrections, or supervisory dominance, evidence-based dialogue maintains focus on observable teaching behaviors. Grounding conversations in empirical data fosters professional reflection, neutralizes defensiveness, and promotes collaborative problem-solving.

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71. (D) Teacher's financial investment in classroom materials
Instructional observation rubrics focus strictly on professional practices, including domain categories, performance indicators, and proficiency levels related to teaching and learning dynamics. A teacher's personal financial expenditure on classroom resources is an administrative non-pedagogical factor that has no place in an objective rubric measuring instructional quality.

72. (A) Positioning constructive feedback between positive comments
The Sandwich Method structures post-observation feedback by placing constructive recommendations for improvement between praise and positive observations. Beginning with genuine positive feedback opens communication, presenting areas for improvement addresses development goals, and ending with encouragement maintains teacher morale, creating a supportive and balanced feedback environment.

73. (B) Using open questioning to help the teacher self-analyze and find solutions
Non-directive supervisory feedback relies on open questioning, active listening, and reflective dialogue to guide teachers toward analyzing their own performance. Instead of dictating solutions, the supervisor acts as a facilitator, helping the teacher identify pedagogical challenges, examine observational evidence, and independently formulate effective strategies for improvement.

74. (A) Directive feedback with clear, actionable modeling
When supporting a struggling novice teacher with basic classroom management challenges, directive feedback paired with clear modeling is most effective. Beginner educators often lack the experience to self-correct using non-directive methods; providing explicit guidance, concrete strategies, and practical demonstrations gives immediate structure needed to establish control.

75. (A) I and II only
Constructive feedback should be delivered promptly following an observation while lesson details remain fresh, and must focus on specific, observable classroom behaviors rather than general traits. Overloading teachers with excessive corrections causes overwhelm and discouragement, making focused, timely, and behavior-specific feedback the correct professional approach.

76. (C) Unfavorably comparing performance to a departmental colleague
Comparing a teacher's performance unfavorably to colleagues harms professional relationships, creates resentment, and triggers defensiveness. Good feedback practices rely on comparing observed evidence against clear objective standards, using open reflective questions, and collaboratively establishing SMART targets, avoiding personal or competitive comparisons during post-observation feedback sessions.

77. (D) "Noticeable off-task behavior occurred during the lecture. How might we add interaction?"
Framing feedback constructively involves stating specific, observable evidence neutrally and posing open questions to encourage collaborative problem-solving. Highlighted observations regarding off-task behavior paired with reflective questions about adding interaction invite teachers to analyze their practice constructively, avoiding accusatory personal criticism or administrative threats.

78. (C) Formative; Summative
Supervision conducted for professional development is formative, focusing on continuous skill building, mentoring, and pedagogical growth. Conversely, supervision conducted for administrative evaluation is summative, designed to assess overall teacher competence against established performance standards to inform official personnel decisions such as retention, promotion, or tenure.

79. (B) Nurture ongoing growth; Measure competence for personnel decisions
Developmental supervision aims to nurture ongoing teacher growth through coaching, reflective practice, and collaborative skill building. In contrast, evaluative supervision seeks to measure overall professional competence against standard benchmarks, providing objective data required for administrative personnel decisions like contract renewals, tenure awards, or career advancement.

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or supervisory feedback to maintain accurate professional reflection.

62. (C) A teaching portfolio with lesson plans, student work, and reflections
A teaching portfolio offers a comprehensive, longitudinal record of professional practice by combining lesson plans, student work samples, self-reflections, and instructional materials. Unlike attendance registers or single-page checklists, portfolios document long-term pedagogical growth, reflective practices, and instructional effectiveness, serving as robust tools for ongoing professional self-evaluation.

63. (A) Foster self-identified growth and intrinsic motivation for improvement
Encouraging teacher self-evaluation develops reflective practitioners who independently identify professional strengths and growth areas. Cultivating self-reflection builds intrinsic motivation, empowering educators to take ownership of their professional development, continuously adjust instructional strategies, and actively seek learning opportunities to enhance student learning outcomes.

64. (D) Blind Area
In the Johari Window model, combining self-evaluation with clinical observation helps teachers diminish their Blind Area—behaviors visible to external observers but unperceived by the teacher. Objective observation data brings these unrecognized classroom habits and instructional patterns to light, transforming unperceived behaviors into conscious awareness for targeted improvement.

65. (A) Present objective data and collaboratively explore perception gaps
When self-evaluation ratings conflict with observational data, supervisors should present objective evidence during the feedback conference. Respectfully sharing recorded observations, such as transition times or disruption counts, allows supervisors and teachers to analyze perception gaps collaboratively, facilitating constructive self-reflection without provoking defensive interpersonal confrontation.

66. (C) To provide a standardized framework making expectations clear and data objective
Observation rubrics establish a standardized evaluation framework by clearly defining operational criteria and performance levels. Rubrics clarify performance expectations for teachers beforehand and guide supervisors to collect objective, consistent evidence during observations, thereby minimizing subjective observer bias and standardizing feedback quality across the institution.

67. (A) Clear observable indicators distributed across proficiency levels
A well-constructed classroom observation rubric features explicit, observable performance indicators distributed across defined proficiency levels. Clearly articulated behavioral descriptors enable observers to evaluate teaching practices accurately and objectively, while providing teachers with transparent guidelines regarding expected standards of pedagogical competence and growth.

68. (D) A checklist tracks behavior presence; a rubric provides descriptive quality scales
An observation checklist simply records the presence or absence of specific behaviors or classroom conditions using binary indicators. Conversely, an observation rubric evaluates the qualitative execution of those behaviors across descriptive proficiency scales, providing qualitative insights into how effectively instructional practices are implemented during the lesson.

69. (B) Defining core teaching dimensions aligned with pedagogical vision and policies
Developing an observation rubric begins with defining core teaching dimensions that reflect the institution's pedagogical vision and educational policies. Identifying these core domains ensures that observation criteria align with school-wide learning goals, providing a solid foundation for defining specific indicators and performance levels across the rubric.

70. (A) Both A and R are true and R is the correct explanation of A
Observation rubrics must balance standardized consistency with operational flexibility to accommodate distinct subject disciplines and diverse teaching methodologies. Rigid rubrics tailored for traditional lectures fail to measure inquiry-based or practical activities accurately. Adapting rubrics to specific pedagogical contexts ensures valid data collection and meaningful feedback, validating both statements.

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89. (B) Maximizing the school's financial profit
Philip Hallinger's instructional leadership model comprises three core dimensions: defining the school mission, managing the instructional program, and promoting a positive learning climate. Commercial financial profit maximization is an operational business function completely absent from educational leadership frameworks centered on instructional quality and student academic progress.

90. (D) I, II, III, and IV
Principals encounter multiple supervisory challenges, including ambiguous dual roles in support and evaluation, subject expertise gaps in specialized fields, severe administrative time constraints, and unionized resistance to performance appraisals. Recognizing these interrelated obstacles helps educational leaders design balanced, realistic, and collaborative supervisory frameworks.

91. (A) Schedule supervisory blocks and delegate routine tasks
To overcome severe time constraints, effective principals prioritize instructional leadership by scheduling dedicated observation time blocks in their calendars and delegating routine administrative tasks to support staff. Proactive time management ensures consistent classroom visits and feedback sessions without letting routine managerial duties derail supervisory responsibilities.

92. (C) Building psychological safety, trust, and clear communication
Mitigating teacher resistance to supervision requires establishing psychological safety, mutual trust, and transparent communication. When leaders clarify that supervision aims to foster professional growth rather than impose punitive judgments, teachers feel safe opening their classrooms, discussing instructional challenges, and engaging collaboratively in reflective pedagogical growth.

93. (D) Focusing on general pedagogy, engagement, and classroom climate
When observing specialized subjects outside their domain expertise, supervisors should focus on general pedagogical practices, classroom management, student engagement, questioning techniques, and learning climate. Broad pedagogical principles apply across disciplines, allowing non-specialist principals to provide valuable feedback on instructional effectiveness without requiring deep subject-matter mastery.

94. (C) Record use for disciplinary compliance over genuine mentoring
Using observational records primarily for administrative compliance and disciplinary measures undermines the developmental goals of clinical supervision. When teachers perceive observation output as documentation for punitive enforcement, trust breaks down, fostering defensiveness and preventing the open, reflective dialogue essential for genuine professional learning and mentoring.

95. (B) Initiate dialogue on growth and introduce peer visits first
When addressing resistance from experienced teachers, principals should build trust through open dialogue about professional growth and introduce non-threatening peer visits first. This collaborative entry strategy normalizes classroom visits, reduces evaluative anxiety, respects teachers' professional experience, and gradually establishes a positive, supportive supervisory culture across the faculty.

96. (D) Novice teachers require frequent formative visits; veterans use differentiated cycles
Supervisory frequency should be differentiated according to teacher experience and need. Novice probationary teachers require frequent, supportive formative observations to build foundational pedagogical skills, whereas experienced, high-performing veterans benefit from differentiated supervision cycles focused on self-directed professional growth, action research, or peer coaching initiatives.

97. (A) They provide an authentic snapshot complementing scheduled observations
Unannounced drop-in observations complement formal scheduled visits by capturing authentic snapshots of daily instructional routines. Unscheduled visits minimize staged performances, helping supervisors observe real-time classroom environments. When integrated into a supportive supervision plan, brief drop-ins maintain administrative visibility and provide continuous insights into school-wide teaching practices.

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98. (C) Avoid scheduling prior to major holidays or testing weeks

Scheduling formal clinical observations immediately prior to major holidays or testing periods should be avoided. These periods often involve disrupted schedules, heightened student distraction, and unusual anxiety. Choosing representative, normal instructional periods ensures collected observational data accurately reflects daily teaching quality and standard classroom dynamics.

99. (A) Observations become high-stress events rather than routine growth opportunities

Infrequent classroom observations turn supervisory visits into rare, high-stakes, and anxiety-inducing events. When observations occur rarely, teachers view them with apprehension rather than as routine developmental opportunities. Continuous, predictable supervisory presence normalizes observations, fostering a low-stress environment conducive to ongoing professional dialogue and pedagogical growth.

100. (D) Implement a differentiated cycle based on teacher experience and demonstrated need

In large schools, principals optimize supervisory resources by implementing differentiated observation cycles tailored to teacher experience and individual need. Novice teachers and staff needing assistance receive frequent clinical observations, while experienced, proficient educators participate in alternative growth cycles like peer coaching, ensuring efficient, targeted instructional leadership school-wide.

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CHAPTER 17
Ethics in School Management

1. Which of the following best defines the concept of ethics in the context of educational management?
(A) A framework of moral principles that guides the decision-making and professional behavior of educational leaders.
(B) A statutory set of service rules governing the administrative conduct of school personnel.
(C) The procedural guidelines issued by the government for financial propriety in schools.
(D) The personal religious or cultural beliefs that a principal imposes on the school community.

2. The ethical principle of 'Beneficence' in educational leadership primarily obligates a school principal to:
(A) Treat all staff members equally regardless of their performance.
(B) Ensure strict compliance with financial auditing rules.
(C) Actively take steps that promote the well-being and academic success of all students.
(D) Refrain from inflicting intentional harm on any stakeholder.

3. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Ethics in school management extends beyond mere compliance with legal rules and departmental regulations.
Reason (R): Legal frameworks often represent the minimum acceptable standard of behavior, whereas ethical leadership demands moral judgment in complex, unregulated situations.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

4. When evaluating the ethical climate of a school, which of the following is the most significant indicator of strong ethical management?
(A) The physical presence of the Code of Conduct poster in the staff room.
(B) A high rate of disciplinary suspensions among students.
(C) The absence of any complaints filed by the Parent-Teacher Association over a five-year period.
(D) Alignment between the school's stated values and the daily administrative decisions made by the leadership.

5. Scenario: A school Principal discovers that a highly effective and popular teacher has accidentally violated a minor procedural rule regarding the submission of monthly lesson plans. The violation caused no harm to the teaching-learning process, but the rule mandates a formal warning letter. The Principal decides to give a verbal correction instead, prioritizing the teacher's motivation and the spirit of the rule over strict compliance.
Which ethical approach is the Principal primarily applying?
(A) Deontological ethics
(B) Care-based ethics
(C) Utilitarian ethics
(D) Teleological ethics

6. Consider the following statements regarding the ethical principles in educational leadership:
I. The principle of justice requires the equitable distribution of school resources among all students.
II. The principle of non-maleficence requires leaders to avoid actions that cause harm to the school community.
III. The principle of autonomy grants teachers absolute freedom to bypass the prescribed curriculum based on personal preference.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only

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applied.

45. Scenario: A senior student repeatedly disrupts classes and shows gross insubordination. Several teachers demand the student be expelled immediately to maintain the school's discipline. However, the Principal is aware that the student is going through severe trauma due to a recent family tragedy.
What is the most ethical and professionally sound approach for the Principal?
(A) Expel the student immediately to validate the faculty's authority, preserve classroom order, and maintain teaching staff morale.
(B) Dismiss all faculty complaints entirely to safeguard the vulnerable student from academic disruption during personal hardship.
(C) Suspend the student indefinitely without providing access to counseling services or alternative academic learning arrangements.
(D) Engage counselors, teachers, and guardians to address root causes while maintaining clear behavioral boundaries.

46. The ethical principle of 'Proportionality' in student discipline dictates that:
(A) All behavioral infractions, regardless of severity, should receive identical penalties to ensure numerical equality across the student body.
(B) Disciplinary measures must be directly calibrated to match the academic standing and standardized test scores of the offending student.
(C) The severity of a disciplinary action must directly correspond to the nature and gravity of the offense committed.
(D) Penalties should increase in severity based on the socioeconomic background and family status of the student involved in the incident.

47. Consider the following statements regarding the ethical handling of student discipline:
I. Public humiliation of a student during the morning assembly is an ethical violation of the student's dignity.
II. Due process requires that a student be given a fair opportunity to explain their version of events before disciplinary action is taken.
III. Collective punishment of an entire class for the unidentified mistake of one student is an ethically sound strategy to build peer pressure.
Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

48. When handling a case of peer bullying, an ethical school administrator must prioritize:
(A) Protecting the public reputation and brand image of the institution by quietly hushing up the incident and suppressing victim reports.
(B) Requiring the victim to publicly confront the bully during school assemblies to foster personal resilience and assertiveness.
(C) Advising the victim's family to transfer their child to another educational institution to prevent ongoing interpersonal conflict.
(D) Protecting the victim's physical and psychological safety while taking firm, corrective action against the bully.

49. When a school requires students to participate in a psychological profiling survey conducted by a third-party agency, the ethical principle of 'Informed Consent' dictates that:
(A) Inform parents fully of the survey's purpose and grant them the right to opt out without penalty.
(B) Authorize the school Principal to sign institutional consent documents on behalf of all enrolled parents to streamline administrative procedures.
(C) Require student participation in the profiling exercise if the commercial survey contract generates substantial financial grants for the school.
(D) Publish individual psychological survey results prominently on the public notice board without seeking prior written parental authorization.

50. Approaching interactions with parents from an 'Asset Model' rather than a 'Deficit Model' ethically requires a Principal to:
(A) View parent communities primarily as potential financial contributors for institutional infrastructure projects and funding drives.
(B) Assume that families from socioeconomically disadvantaged backgrounds possess low academic aspirations and place little value on schooling.
(C) Respect the diverse cultural knowledge and

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leave application. Refusing to do so would damage their long-standing professional relationship, but agreeing to do so would violate administrative rules. This scenario represents which classic ethical paradigm?
(A) Individual vs. Community
(B) Short-term vs. Long-term
(C) Truth vs. Loyalty
(D) Justice vs. Mercy

15. Which of the following practices most effectively promotes transparency in school administration?
(A) Discussing confidential student disciplinary files and personal family records during open meetings of the Parent-Teacher Association.
(B) Publishing comprehensive admission criteria, scoring weightages, and final selection lists on the school's official public portal.
(C) Restricting access to the comprehensive annual operational budget and audit statements exclusively to members of the Managing Committee.
(D) Requiring all teaching staff to immediately report suspected peer professional misconduct directly to law enforcement without internal administrative review.

16. Scenario: The results of the internal assessment for Class X students are poor. The management pressures the Principal to artificially inflate the grades before submitting them to the Board, arguing that low grades will damage the school's reputation and harm the students' future prospects.
If the Principal refuses to inflate the grades, which ethical value is the Principal primarily upholding?
(A) Professional compassion
(B) Institutional loyalty
(C) Systemic utilitarianism
(D) Veracity

17. Consider the following statements regarding integrity and transparency in school administration:
I. Transparency reduces the likelihood of nepotism in staff recruitment.
II. Integrity requires a Principal to maintain confidentiality of sensitive student health data.
III. Proactive disclosure under Section 4 of the RTI Act is a statutory tool for administrative transparency.
IV. Total transparency dictates that the detailed minutes of the Departmental Promotion Committee (DPC) containing personal appraisals be published publicly.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

18. A Principal decides to implement a zero-tolerance policy for latecomers, resulting in several students from disadvantaged backgrounds being repeatedly barred from classes due to transport issues. The Principal is faced with the ethical dilemma of enforcing discipline versus ensuring access to education. This represents the conflict between:
(A) Truth and Loyalty
(B) Short-term and Long-term
(C) Justice and Care
(D) Transparency and Confidentiality

19. When a Principal allocates funds for immediate cosmetic repairs of the school building to impress an impending inspection team, while delaying necessary but invisible structural repairs to the roof, they are struggling with which ethical dilemma paradigm?
(A) Short-term vs. Long-term
(B) Truthfulness vs. Professional Loyalty
(C) Individual vs. Community
(D) Justice vs. Mercy

20. A parent files a Right to Information (RTI) application seeking the answer sheets of a student who scored the highest marks in the school, to compare with their own child's answer sheet. How should the Principal respond ethically and legally?
(A) Provide complete copies of the evaluated answer sheets immediately to demonstrate absolute operational transparency in academic assessment.
(B) Reject the application outright on the grounds that statutory RTI disclosure rules do not apply to recognized educational institutions.
(C) Convene an informal joint meeting with both sets of parents to negotiate a mutual settlement and bypass formal RTI disclosure procedures.
(D) Deny the disclosure request as answer scripts contain third-party personal information protected under statutory privacy norms.

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21. Which of the following is considered an ethical violation in the school admissions process?
(A) Reserving a specific percentage of entry-level seats for applicants belonging to economically weaker sections and disadvantaged groups.
(B) Using discretionary management quotas to admit applicants in exchange for unauthorized cash donations or capitation fees.
(C) Conducting the entry-level student selection process exclusively through an open, transparent, and randomized draw of lots.
(D) Formulating and publishing clear, objective, and measurable selection parameters in the public domain prior to issuing forms.

22. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Administering an academic screening test for children seeking admission to Class I is considered unethical and is prohibited under the RTE Act.
Reason (R): Screening tests at the entry level can lead to discriminatory practices and violate the principle of equitable access to early education.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

23. To ensure equity and ethical practice in admissions, a school Principal must actively guard against 'Implicit Bias'. In this context, implicit bias refers to:
(A) The official policy preference granted to prospective students who reside within the immediate, designated geographical neighborhood of the school.
(B) The mandatory statutory affirmative action and reservation guidelines laid down by the state government for institutional admissions.
(C) The explicit, intentional, and systemic exclusion of applicants who require specialized learning accommodations or physical support.
(D) Unconscious cognitive stereotypes or attitudes that subtly bias administrative decisions regarding applicants from specific backgrounds.

24. Scenario: A local politician contacts the Principal during the admission cycle, requesting the admission of a relative's child who does not meet the published neighborhood distance criteria, hinting at future favors for the school's infrastructure projects.
What is the most ethical course of action for the Principal?
(A) Decline the request politely, adhering strictly to published admission guidelines to uphold institutional integrity.
(B) Grant admission to the child, reasoning that the politician's support for the future building projects serves the broader interest of all students.
(C) Accept the candidate under a special administrative arrangement while levying higher institutional development fees to augment school revenue.
(D) Turn down the specific applicant but offer entry to another candidate sponsored by the official to preserve constructive political relations.

25. Which of the following policies best reflects ethical practice in managing school admissions?
(A) Modifying established entry requirements midway through the selection cycle to accommodate unexpected requests from prominent public figures.
(B) Ensuring all admission criteria are non-discriminatory, rational, and published in the public domain well in advance.
(C) Maintaining complete opacity surrounding the evaluation criteria and selection scores to prevent potential administrative appeals or parent protests.
(D) Giving decisive preference during screening to prospective candidates whose parents demonstrate high English language fluency in informal meetings.

26. Consider the following statements concerning ethical issues in school admissions:
I. Conducting parental interviews to assess their financial capacity before admitting a child to elementary classes violates ethical principles of inclusive education.
II. Capitation fees create an ethical breach by commodifying education and restricting access based on wealth.
III. Prioritizing siblings of currently enrolled

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students is inherently unethical and violates the Right to Education Act.

Which of the statements given above are correct?

(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II, and III

27. When a school operates a legitimate management quota for admissions, the most ethical way to handle it is to:

(A) Declare the exact quota percentage publicly and establish transparent, objective criteria for candidate selection within it.
(B) Keep the precise number of allocated management seats confidential and unannounced to avoid administrative scrutiny from the general public.
(C) Allocate the discretionary quota seats exclusively to applicants whose families offer the highest financial donations to the institutional trust.
(D) Reserve the entire management quota strictly for the direct children and extended relatives of the school's permanent teaching and non-teaching staff.

28. In the context of staff promotion, navigating the balance between 'Merit' and 'Seniority' often creates an ethical dilemma for administrators. An ethically sound promotion policy should:

(A) Disregard merit-based evaluations entirely during promotion cycles to maintain harmony and prevent professional friction among senior faculty members.
(B) Rely predominantly on the Principal's personal qualitative assessment of teaching performance to ensure institutional alignment and loyalty.
(C) Employ a clear rubric balancing objective performance metrics with length of service.
(D) Fast-track junior staff members to leadership positions to bring modern pedagogical methods, regardless of the track record of senior peers.

29. If a Principal influences the recruitment committee to hire an applicant who is a close family member, despite the presence of more qualified candidates, the Principal is committing:

(A) Cronyism
(B) Embezzlement
(C) Patronage
(D) Nepotism

30. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).

Assertion (A): It is ethically imperative for a Principal to provide continuous, constructive feedback to a teacher throughout the year before documenting a negative Annual Confidential Report (ACR).

Reason (R): Writing a negative ACR without prior warning or opportunity for improvement violates the ethical principles of fairness and natural justice.

In light of the above statements, choose the correct answer from the options given below:

(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

31. Scenario: A vacancy for the post of PGT (Physics) arises. The Principal's former colleague, who is currently unemployed and struggling financially, applies for the job. However, another external candidate clearly demonstrates superior subject knowledge and pedagogical skills during the interview.

Ethically, the Principal should recommend:

(A) Select the former colleague by applying the ethic of care to assist a struggling peer facing severe financial hardship.
(B) Select the external candidate to fulfill the fiduciary duty of providing superior instruction to students.
(C) Appoint the former colleague on the condition that they formally commit to enhancing their subject mastery within one academic year.
(D) Reject both candidates and initiate a fresh recruitment cycle to avoid taking a controversial decision between personal and professional duties.

32. During staff recruitment, a Principal is highly impressed by a candidate's articulate communication skills and unconsciously assumes the candidate also possesses excellent classroom management and subject expertise, leading to an unfair advantage. This cognitive bias, which poses an ethical risk in recruitment, is known as the:

(A) Horn effect
(B) Dunning-Kruger effect

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(D) I, II, and III

7. In the context of ethical school administration, the concept of 'Normative Ethics' refers to:
(A) The empirical study and systematic observation of how school staff actually behave under institutional stress.
(B) The administrative negotiation process for resolving operational conflicts between school boards and communities.
(C) The philosophical stance holding that ethical obligations are strictly subjective and vary by school context.
(D) The branch of ethics establishing moral standards and rules that define right and wrong leadership conduct.

8. A Principal decides to allocate a large portion of the school's discretionary budget to enhance the science laboratories, arguing that this will benefit the majority of the students appearing for board exams, even though it leaves no funds for a small special-needs art program. This decision is most closely aligned with which ethical theory?
(A) Utilitarianism
(B) Virtue ethics
(C) Deontology
(D) Categorical imperative

9. Which of the following is NOT generally considered a core ethical principle of educational leadership?
(A) Sustained fiduciary responsibility
(B) Administrative expediency
(C) Broad democratic inclusion
(D) Courageous moral leadership

10. Match List I with List II:
List I: (Ethical Model)
P. Ethic of Justice
Q. Ethic of Care
R. Ethic of Critique
List II: (Primary Focus)
1. Questions systemic inequalities and power structures in the school.
2. Focuses on fairness, rights, and equitable application of rules.
3. Emphasizes relationships, empathy, and the needs of individuals.
(A) P-2, Q-3, R-1
(B) P-3, Q-1, R-2
(C) P-1, Q-2, R-3
(D) P-2, Q-1, R-3

11. In the realm of school administration, 'Integrity' is most accurately defined as:
(A) Unwavering alignment between an administrator's stated moral values and their daily actions under pressure.
(B) The administrative capacity to execute institutional decisions swiftly without consulting internal or external stakeholders.
(C) The policy practice of proactively disclosing all internal school administrative data and records to the general public.
(D) Uncompromising adherence to long-established traditional institutional management practices without introducing any structural deviation.

12. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Transparency in school administration automatically guarantees an ethical school culture.
Reason (R): Transparency mechanisms ensure that administrative decisions, resource allocations, and policies are visible to relevant stakeholders.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

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13. An 'Ethical Dilemma' in school management is best described as a situation where:
(A) A clear administrative choice between a well-defined legally compliant action and an explicitly illegal administrative practice.
(B) A scenario where a staff member clearly breaches the formal code of conduct and faces mandatory institutional disciplinary proceedings.
(C) A severe operational constraint where the school administration encounters a major budgetary deficit and must systematically curb overhead expenses.
(D) A complex choice between two compelling moral imperatives, where adhering to one necessarily causes the violation of the other.

14. A Principal is asked by a close colleague to overlook a minor discrepancy in the colleague's

accounting rules.
(D) Unjustified, primarily because the physical education department might lodge a formal grievance regarding the reduction in potential sports facility upgrades.

39. When managing school finances, the Principal acts in a 'Fiduciary' capacity. This means the Principal:
(A) Exercises unrestricted administrative ownership over all operational revenue generated through tuition fees, institutional donations, and facility rentals.
(B) Enjoys exemption from external statutory audits provided the institution consistently maintains exceptional standardized academic test results and pass percentages.
(C) Must actively invest unutilized school capital into high-yield commercial financial markets to maximize institutional profits for future development projects.
(D) Holds institutional funds in trust, bound legally and ethically to manage them solely for the benefit of the school and its students.

40. Regular internal and external auditing of school accounts serves as a critical mechanism for:
(A) Ensuring financial accountability and deterring unethical fiscal practices.
(B) Intimidating the administrative staff.
(C) Reducing the total expenditure of the school regardless of need.
(D) Delegating the Principal's financial responsibility entirely to the chartered accountant.

41. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Procuring goods and services for a government school through the Government e-Marketplace (GeM) portal promotes ethical financial management.
Reason (R): GeM minimizes human interface in vendor selection, enhances transparency, and ensures competitive pricing.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

42. In managing student discipline, an ethical shift from 'Retributive Justice' to 'Restorative Justice' implies moving from:
(A) Overlooking disruptive classroom behavior entirely to implementing immediate expulsion procedures for all repeat disciplinary offenders.
(B) Shifting focus from penalizing misconduct to repairing harm and reintegrating the student into the community.
(C) Replacing verbal administrative reprimands with institutional corporal punishment to enforce strict compliance with behavioral rules.
(D) Involving parents in open behavioral counseling sessions to handling student disciplinary infractions behind closed administrative doors.

43. A teacher frequently uses mild physical force (e.g., slapping hands) to maintain discipline, arguing it is an effective, traditional method. As an ethical educational leader, the Principal must:
(A) Intervene immediately to stop physical discipline, as corporal punishment violates child rights and RTE Act provisions.
(B) Permit physical discipline provided the student's parents have formally submitted a written consent waiver to the school administration.
(C) Refrain from administrative intervention to respect individual teacher autonomy in maintaining classroom control and student decorum.
(D) Reassign chronically disruptive students to alternative classroom sections to assist the teacher in maintaining instructional focus.

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44. Which of the following is a key ethical requirement when framing a school's student discipline policy?
(A) Disciplinary guidelines must remain highly flexible so that high-performing or favored students can be granted informal exemptions.
(B) Punishments should be heavily punitive and strictly enforced to instill fear, deter future infractions, and guarantee immediate compliance.
(C) The policy must be enforced consistently, equitably, and impartially across the entire student body.
(D) Code of conduct regulations should remain undisclosed to maintain an element of surprise when administrative sanctions are

(C) Contrast effect
(D) Halo effect

33. Transparency in the functioning of a Departmental Promotion Committee (DPC) is best achieved by:
(A) Record clear, objective evaluation reasons in official DPC minutes based on established merit criteria.
(B) Provide detailed feedback regarding assessment criteria and final scoring weightages solely to successful candidates following committee approval.
(C) Permit all permanent faculty members to attend administrative committee meetings as passive observers to witness internal proceedings directly.
(D) Outsource promotion decisions and candidate evaluations to an external private human resource consultancy to eliminate internal institutional bias.

34. Which of the following questions, if asked during a staff recruitment interview, would be considered unethical and potentially discriminatory?
(A) "How do you plan to handle a disruptive student in your classroom?"
(B) "Can you provide an example of how you integrate technology into your lessons?"
(C) "Are you planning to have children in the next couple of years?"
(D) "How do you differentiate instruction for students with varying learning abilities?"

35. A school clerk collects cash for board examination fees from students but uses a portion of it for personal expenses, planning to replace it before the deposit date. This unethical and illegal act is termed:
(A) Misappropriation
(B) Extortion
(C) Systemic money laundering
(D) Insubordination

36. The 'Principle of Propriety' in public financial management, which is an ethical obligation for a Principal acting as a Drawing and Disbursing Officer (DDO), mandates that:
(A) Public administrative funds may be temporarily diverted for personal operational expenses provided they are fully replenished before the close of the financial year.
(B) The lowest financial bid in a competitive tender must be rejected if the bidding firm is not registered as a local municipal vendor within the school district.
(C) Funds explicitly sanctioned for student academic welfare and sports infrastructure can be reallocated at discretion to fund staff entertainment and travel allowances.
(D) Expenditure must not exceed what the occasion demands, exercising the vigilance of a person of ordinary prudence managing personal funds.

37. Consider the following statements regarding the ethical handling of school funds:
I. Utilizing Parent-Teacher Association (PTA) funds for purchasing personal luxury items for the Principal's office is an ethical breach.
II. Splitting purchases into smaller amounts to deliberately avoid the requirement of issuing an open tender violates financial ethics.
III. A Principal must ensure that all financial transactions are recorded in the cash book promptly and accurately.
IV. Accepting expensive gifts from a vendor who supplies stationery to the school is considered ethically acceptable if the vendor offers the lowest prices.
Which of the statements given above are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, III, and IV

38. Scenario: The school's 'Sports Fund' has a significant surplus at the end of the year, while the 'Library Fund' is severely depleted, leaving students without essential reference books. The rules strictly prohibit the inter-account transfer of these specific funds. The Principal decides to secretly purchase library books using the Sports Fund and doctor the bills to show them as sports equipment, reasoning that it is for the "good of the students."
Ethically and administratively, the Principal's action is:
(A) Fully justified, because reallocating surplus capital to address urgent library needs directly enhances student academic achievement and exam preparation.
(B) Fully justified, because utilitarian leadership principles dictate that maximizing collective educational benefits outweighs strict procedural adherence.
(C) Unjustified, as falsifying bills and reallocating tied funds violates financial integrity and

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inherent strengths that parents contribute to the partnership.
(D) Restrict parental engagement strictly to receiving end-of-term academic progress reports and attending formal disciplinary hearings.

51. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): An ethical Principal ensures that school communication is accessible to all parents, irrespective of their educational background or language proficiency.
Reason (R): Meaningful parental engagement is a critical factor in student success, and language barriers can inadvertently marginalize certain parent communities.
In light of the above statements, choose the correct answer from the options given below:
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

52. A student has failed the final examination. The ethical way for the Principal to communicate this bad news to the parents is to:
(A) Dispatch an automated, generic text message to the family stating that the student has failed the final promotional examination.
(B) Display the comprehensive official list of unsuccessful candidates on the main school gate for public viewing and verification.
(C) Decline personal meetings with parents while delegating the responsibility of handling family grievances entirely to the class teacher.
(D) Hold a private meeting to discuss academic difficulties empathetically and construct a joint remedial plan.

53. Scenario: An aggressive parent storms into the Principal's office, shouting abuses and falsely accusing a teacher of targeting their child.
To handle this situation ethically and professionally, the Principal should:
(A) Express equal anger toward the parent to immediately assert administrative authority and defend the teacher against verbal attack.
(B) Remain calm, request respectful dialogue, and initiate an impartial inquiry into the complaint.
(C) Contact law enforcement personnel immediately without attempting basic administrative de-escalation or listening to the grievance.
(D) Offer an immediate apology to the parent and promise swift disciplinary sanctions against the teacher to pacify the situation.

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54. Which of the following crosses the boundary of professional ethics in a Principal's dealing with parents?
(A) Formally organizing regular, structured Parent-Teacher Association meetings to discuss student academic progress and institutional developments.
(B) Solicit ongoing feedback from parent bodies regarding the safety, efficiency, and route coverage of private school transportation services.
(C) Soliciting personal financial loans or favors from parents of wealthy students.
(D) Promptly notifying families regarding emergency updates, unexpected operational delays, or sudden modifications in the daily school timetable.

55. 'Cultural Competence' in an educational leader interacting with diverse parents involves:
(A) Expecting all parent communities to fully adopt and conform to the dominant cultural and linguistic norms of the school management.
(B) Ignoring socio-cultural background differences entirely and treating all families with identical, standardized administrative procedures.
(C) Allowing local cultural customs or informal community practices to override mandatory statutory provisions of state educational law.
(D) Recognizing personal cultural biases and understanding the diverse heritage of school families with respect.

56. The primary purpose of establishing a formal 'Code of Conduct' for school administrators and staff is to:
(A) Set a shared framework of professional expectations and ethical boundaries to guide daily conduct.
(B) Establish rigid legal grounds for easily terminating the employment contracts of unpopular or critical teaching staff members.

for the greatest number of people. Allocating discretionary institutional resources to favor the majority of students reflects utilitarian logic, prioritizing collective educational outcomes despite creating resource constraints for smaller, specialized student programs.

9. (B) Administrative expediency
Core principles of educational leadership focus on advancing equity, maintaining institutional trust, upholding fiduciary duties, and demonstrating moral courage. Administrative expediency, which prioritizes convenience or short-term efficiency over moral principles and systemic fairness, directly contradicts ethical governance. Principals must ensure that operational decision-making remains grounded in long-term moral standards rather than quick administrative compromises.

10. (A) P-2, Q-3, R-1
Ethical models in education address distinct administrative priorities. The ethic of justice emphasizes legal rights, rules, and objective fairness across operational policies. The ethic of care concentrates on empathy, relational trust, and individual well-being. Meanwhile, the ethic of critique examines existing structural power dynamics, challenging institutional inequalities to foster systemic equity and fair educational governance.

11. (A) Unwavering alignment between an administrator's stated moral values and their daily actions under pressure.
Integrity in educational administration demands complete consistency between an official's stated ethical values and their actual behavior. It requires leaders to adhere steadfastly to moral principles, honesty, and institutional duties, even when facing significant operational pressure, personal inconvenience, or external opposition. This unwavering alignment establishes credibility, reinforces professional standards, and instills organizational trust across the school.

12. (D) A is false but R is true
Transparency ensures that administrative processes, financial allocations, and institutional decisions are accessible and visible to all relevant stakeholders. However, visibility alone does not guarantee an ethical organizational culture. While transparency deters corruption and promotes accountability, true ethical management requires leaders to consistently combine open administrative processes with moral decision-making, sound judgment, and personal integrity.

13. (D) A complex choice between two compelling moral imperatives, where adhering to one necessarily causes the violation of the other.
An ethical dilemma arises when an administrator encounters a complex situation involving competing moral imperatives, where honoring one principle inevitably leads to compromising another. Unlike straightforward choices between right and wrong behavior, an ethical dilemma forces leaders to weigh conflicting values, such as justice versus mercy or individual needs versus community welfare, requiring deep ethical reflection.

14. (C) Truth vs. Loyalty
The truth versus loyalty ethical paradigm involves a tension between maintaining complete honesty and adhering to personal or professional allegiances. When an administrator faces pressure to overlook procedural non-compliance to protect a colleague, the obligation to enforce administrative rules truthfully and impartially directly conflicts with personal loyalty, creating a distinct moral challenge in organizational leadership.

15. (B) Publishing comprehensive admission criteria, scoring weightages, and final selection lists on the school's official public portal.
Operational transparency in educational administration requires clear, open, and accessible procedures that minimize arbitrary decision-making. Publicly publishing complete admission criteria, assessment weightages, and final selection rosters ensures equal access, deters favoritism, and maintains public confidence. Transparent processes demonstrate institutional fairness, allow external verification, and reinforce ethical governance without compromising individual student or employee privacy.

16. (D) Veracity
Veracity represents the ethical principle of truthfulness, honesty, and refusal to deceive. In educational leadership, upholding veracity requires absolute accuracy in reporting student achievements, maintaining evaluation standards, and resisting institutional pressure to falsify records. Preserving truthfulness protects

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63. A Principal is bound by confidentiality regarding student records. However, this confidentiality is NOT absolute. In which of the following situations must confidentiality be breached ethically and legally?
(A) A prominent local journalist submits a formal request to inspect the academic performance and attendance records of a high-profile politician's child.
(B) Credible suspicion exists that a child faces severe physical abuse at home, triggering mandatory reporting obligations under child protection laws.
(C) A visiting teacher from a neighboring school requests access to the psychological assessment files of a former student out of professional curiosity.
(D) The Parent-Teacher Association President requests permission to review the private medical documentation of a student suffering from a chronic condition.

64. Scenario: A high school student confided in the school counselor about having serious thoughts of self-harm. The counselor immediately informs the Principal. The student begs the Principal not to tell their parents, claiming the parents will be extremely angry.
What is the ethical obligation of the Principal?
(A) Respect the student's personal autonomy and maintain absolute confidentiality despite the explicit risk of self-harm communicated by the counselor.
(B) Monitor the student's behavior for several weeks before initiating formal communication with the family or external healthcare professionals.
(C) Terminate the student's enrollment immediately to shield the educational institution from potential legal claims or public liability.
(D) Involve parents and mental health professionals immediately to ensure student safety, overriding confidentiality.

65. The principle of 'Need-to-Know' in the context of school confidentiality implies:
(A) Restricting sensitive personal data strictly to officials whose designated duties require access.
(B) The Principal is entitled to inspect all personal financial, medical, and private life details of teaching and administrative staff members at will.
(C) Parents are entitled to access the complete academic grade sheets, standardized assessment scores, and disciplinary logs of all classroom peers.
(D) Teachers are required to submit comprehensive personal financial statements and asset disclosures directly to the school administration annually.

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66. Ethically securing student academic and disciplinary records requires the school administration to:
(A) Store physical student cumulative files and disciplinary logs in open, accessible administrative cabinets for convenience.
(B) Upload complete student assessment performance files and home addresses openly on the public school website.
(C) Restrict data access through password protection and locked storage under clear privacy policies.
(D) Shred all historical academic and disciplinary records at the end of every school year to minimize storage constraints.

67. A teacher requests a few days of medical leave for a highly stigmatized health condition, providing the necessary medical certificates in confidence to the Principal. Ethically, the Principal should:
(A) Process the leave application while keeping the medical diagnosis strictly confidential.
(B) Disclose the specific medical diagnosis during the general staff assembly to encourage collective sympathy and peer support.
(C) Share the medical details with the Parent-Teacher Association executive committee to justify the teacher's extended absence.
(D) Reject the medical leave request outright to prevent office gossip, speculation, and unverified rumors among the teaching staff.

68. Under standard financial and administrative rules, if an external commercial agency asks the Principal for the contact details of all Class XII students to market their coaching classes, the Principal must:
(A) Release the student contact directory immediately to assist students in finding supplementary academic coaching resources for board exams.
(B) Sell the directory to the vendor and credit the financial proceeds directly into the Parent-Teacher Association welfare fund.
(C) Provide student phone numbers on the

82. While the exact provisions of statutory whistleblower protection laws may primarily target public servants in specific contexts, the underlying ethical obligation for a school Principal is to ensure:
(A) Maintaining complete secrecy regarding all administrative operations, financial records, and policy decisions from public scrutiny.
(B) Disclosing the complainant's identity to the accused immediately to ensure procedural fairness during preliminary hearings.
(C) Safeguarding the complainant's identity and protecting them against administrative reprisal.
(D) Requiring that only written, notarized legal affidavits be considered for administrative review by the oversight committee.

83. While whistleblowers must be protected, ethical management also requires safeguards against 'Malicious Complaints'. A malicious complaint is characterized by:
(A) A false allegation submitted deliberately with the intent to defame or harass another individual.
(B) A concern raised in good faith with reasonable cause that proves factually unverified upon formal administrative investigation.
(C) A formal grievance submitted by a parent association concerning strict academic standards enforced by classroom teachers.
(D) A student complaint regarding food quality, hygiene standards, or service delays within the school cafeteria facilities.

84. Which model of ethical educational leadership shifts the focus from the leader's own power to the growth and well-being of the staff and students, prioritizing their needs above the leader's own?
(A) Transactional Leadership
(B) Autocratic Leadership
(C) Laissez-faire Leadership
(D) Servant Leadership

85. A multidimensional model of ethical educational leadership posits that schools should be governed by integrating three interdependent ethics: the Ethic of Care, the Ethic of Justice, and the Ethic of:
(A) Utility
(B) Critique
(C) Compliance
(D) Tradition

86. A Principal noticing that a particular pedagogical policy systematically disadvantages students from a minority linguistic background works actively to change the policy. In a multidimensional model of ethical educational leadership, this leader is strongly demonstrating the:
(A) Ethic of Systemic Justice
(B) Ethic of Care
(C) Ethic of Critique
(D) Ethic of Utility

87. An ethical leader who ensures that the school's rules are applied fairly and that due process is followed during disciplinary proceedings is primarily operating from the:
(A) Ethic of Critique
(B) Ethic of Care
(C) Ethic of Paternalism
(D) Ethic of Justice

88. 'Authentic Leadership' as an ethical model relies heavily on:
(A) Self-awareness, relational transparency, moral perspectives, and balanced processing.
(B) Develop sophisticated techniques to manipulate internal and external stakeholders to achieve administrative targets smoothly.
(C) Cultivate an flawless public image of operational perfection to preserve administrative authority and prevent staff questioning.
(D) Implement rigid systems of transactional rewards and disciplinary sanctions to control subordinate staff behavior strictly.

89. 'Distributed Leadership' becomes an ethical model in a school context when the Principal:
(A) Abdicates administrative leadership responsibilities to avoid accountability for operational failures or academic shortcomings.
(B) Empowers staff by sharing decision-making authority and valuing professional expertise.
(C) Delegates routine, tedious administrative tasks to teaching staff while retaining strategic policy decision-making authority.
(D) Fosters competing factions among staff members to maintain personal authority through classic divide-and-rule tactics.

90. In the construct of ethical leadership, a Principal must be both a "Moral Person" (having personal

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scrutiny.

75. Even if an administrator acts with complete impartiality, an 'Apparent' (or perceived) conflict of interest can still be damaging because it:
(A) Erodes public confidence and stakeholder trust in administrative integrity.
(B) Triggers immediate financial losses and severe budgetary deficits for the government department overseeing the school.
(C) Nullifies all historical administrative decisions and contractual agreements previously finalized by the administrator.
(D) Mandates the immediate suspension of school operations and full closure of the educational institution by authorities.

76. The ethical mechanism of 'Recusal' is primarily used to:
(A) Challenge a formal disciplinary sanction imposed on a staff member by higher administrative bodies.
(B) Mediate and resolve deep interpersonal conflicts between opposing factions within the teaching faculty.
(C) Step down from a decision-making role to handle a potential conflict of interest.
(D) Reallocate sanctioned budgetary funds from one operational expense head to another within the financial year.

77. In the context of organizational ethics, a 'Whistleblower' is defined as:
(A) A staff member who routinely raises minor grievances regarding administrative facilities during staff meetings.
(B) An external auditor commissioned by the department of education to inspect institutional accounting records.
(C) A designated student leader responsible for signaling period transitions during the daily school schedule.
(D) An insider who reports illegal, unethical, or dangerous activities within an organization.

78. The foundational ethical principle behind whistleblower protection is to:
(A) Offer financial bonuses and promotional incentives to employees who report on their colleagues' daily activities.
(B) Encourage anonymous, unsubstantiated claims to maintain continuous pressure on institutional management.
(C) Protect individuals exposing public-interest wrongdoings from administrative retaliation.
(D) Shield the personal identity and reputation of wrongdoers by maintaining absolute secrecy surrounding allegations.

79. Match List I with List II:
List I: (Type of Whistleblowing)
P. Internal Whistleblowing
Q. External Whistleblowing
List II: (Description)
1. Reporting corruption to an independent investigative agency or the media.
2. Reporting a colleague's unethical behavior to the School Principal or Management Committee.
(A) P-1, Q-2
(B) P-2, Q-1
(C) P-2, Q-2
(D) P-1, Q-1

80. A junior clerk drops an anonymous letter in the Principal's suggestion box, alleging that the Vice Principal is siphoning off midday meal rations. Ethically and procedurally, the Principal should:
(A) Shred the unsigned document immediately on the grounds that unauthenticated claims warrant no administrative consideration.
(B) Read the anonymous allegations aloud during a general staff assembly to confront the Vice Principal publicly.
(C) Terminate the Vice Principal's contract immediately without initiating formal fact-finding or inquiry procedures.
(D) Conduct a discreet preliminary fact-finding inquiry to verify the substance of the claims.

81. To foster an ethical school climate that encourages accountability, a Principal must cultivate a 'Speak-Up Culture'. This is best achieved by:
(A) Investigating complaints fairly while ensuring whistleblowers are shielded from victimization.
(B) Imposing strict disciplinary penalties on staff members who express professional grievances outside formal administrative channels.
(C) Distributing monetary rewards to students who systematically monitor and report teacher misconduct during instruction hours.
(D) Dismissing operational complaints consistently to project an official image of institutional perfection to external stakeholders.

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professional cohesion between classroom teachers and administrative leadership over time.
(D) Breeding institutional cynicism, lowering morale, and normalizing unethical conduct.

97. Arrange the procedural steps generally followed when a major ethical lapse by a staff member leads to formal disciplinary proceedings:
I. Framing and serving of formal charge sheet.
II. Preliminary inquiry to establish prima facie case.
III. Appointment of an Inquiry Officer.
IV. Submission of defense statement by the charged official.
Which of the following options represents the correct sequence?
(A) II, I, IV, III
(B) I, II, III, IV
(C) II, IV, I, III
(D) I, III, II, IV

98. When leadership frequently turns a blind eye to unethical practices, staff members may develop 'Moral Disengagement'. This psychological mechanism allows individuals to:
(A) Become highly vigilant regarding minor procedural deviations and report all administrative oversights to senior management.
(B) Take immediate proactive measures to expose institutional corruption through formal internal and external whistleblowing channels.
(C) Rationalize unethical actions to diminish personal feelings of guilt or remorse.
(D) Tender their immediate formal resignation from the educational institution on ethical grounds to preserve personal integrity.

99. If an institution has suffered a significant loss of public trust due to a publicized ethical failure by a former administrator, what is the most effective ethical strategy for the new Principal to rebuild trust?
(A) Implementing transparent accountability, acknowledging past lapses, and engaging openly with stakeholders.
(B) Rejecting public allegations completely while refusing all media inquiries to protect the institution's historical standing.
(C) Increasing tuition fees substantially to project an image of exclusivity and rebuild financial reserves after the crisis.
(D) Terminating all existing administrative and teaching staff to demonstrate a complete operational break from past leadership.

100. The 'Slippery Slope' phenomenon in the context of administrative ethics suggests that:
(A) Rigorous procedural adherence inevitably leads to bureaucratic inertia and complete administrative paralysis in decision-making.
(B) Established codes of conduct gradually lose their professional relevance as educational administrators gain years of experience.
(C) Staff members who report unethical practices face progressively harsher retaliatory actions each time they expose misconduct.
(D) Minor ethical breaches gradually desensitize individuals, leading to major misconduct over time.

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integrity) and a "Moral Manager". Being a Moral Manager specifically involves:
(A) Maintaining a strict boundary between personal moral beliefs and professional duties without addressing ethics in leadership.
(B) Proactively integrating ethics into leadership through communication, modeling, and reinforcement systems.
(C) Leading quietly through subtle personal example without discussing explicit moral standards or administrative expectations with staff.
(D) Managing institutional accounting registers and operational budgets with technical precision and mathematical accuracy.

91. While 'Transactional Leadership' can be effective for routine management, it often falls short ethically in educational settings because it:
(A) Over-relies on contingent rewards and sanctions rather than fostering intrinsic moral commitment.
(B) Inspires educators to achieve exceptional professional excellence by fostering a deeply shared institutional vision and purpose.
(C) Places excessive operational emphasis on the emotional health and personal well-being of individual students over curriculum goals.
(D) Distributes administrative authority and decision-making power too rapidly, resulting in organizational confusion and instability.

92. Value-based leadership in school administration relies primarily on:
(A) Enforcing strict bureaucratic compliance, rigid departmental mandates, and standardized procedural rule enforcement across all departments.
(B) Maximizing short-term institutional revenue and surplus capital at the direct expense of educational quality and student welfare programs.
(C) Aligning institutional goals and behaviors with core values like respect, integrity, and equity.
(D) Preserving traditional operational practices and maintaining the organizational status quo regardless of evolving educational demands.

93. A Principal creates a mentorship program for novice teachers, spending significant time understanding their personal and professional struggles and offering empathetic support. Which aspect of ethical leadership is most evident here?
(A) Ethic of Critique
(B) Ethic of Justice
(C) Ethic of Utility
(D) Ethic of Care

94. What is usually the most severe long-term consequence of ethical lapses (such as financial fraud or admission irregularities) by a school management?
(A) Experiencing a brief, temporary delay in the disbursement of monthly staff salaries and operational allowances across the institution.
(B) Receiving a formal administrative reprimand and warning letter from the oversight department of education following an audit.
(C) Eroding public trust and damaging institutional reputation within the community.
(D) Seeing a temporary surge in prospective student applications resulting from heightened media exposure and public discussion.

95. An ethical lapse involving the deliberate falsification of student enrollment data to secure higher government grants exposes the Principal to:
(A) Experiencing minor reputational fallout, as internal data misreporting is treated strictly as a routine administrative matter.
(B) Facing both statutory service disciplinary proceedings and criminal prosecution for fraud.
(C) Absolution from all administrative liabilities, provided the disbursed grant funds were utilized for school infrastructure development.
(D) Receiving an official departmental cautionary letter without incurring any personal financial recovery or legal penalties.

96. How does a continuous pattern of minor ethical compromises by the school leadership typically impact the school climate?
(A) Encouraging faculty members to adopt highly innovative teaching strategies and take creative risks in classroom instruction.
(B) Having no discernible impact on administrative stability provided standardized academic test results remain consistently high.
(C) Strengthening interpersonal trust and

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condition that the coaching institute offers a guaranteed fee discount to all enrolled students.
(D) Deny the request, as sharing student data with commercial entities without parental consent violates privacy.

69. In the era of e-governance and digital schooling, the ethical mandate of 'Data Minimization' means that school administrators should:
(A) Gather as much personal and family background information from students as possible to build extensive long-term administrative databases.
(B) Collect only personal data strictly necessary for educational and administrative purposes.
(C) Periodically delete digital administrative databases at random intervals to conserve server storage capacity and reduce cloud hosting costs.
(D) Reject digital school management systems entirely due to security concerns regarding potential external data breaches and cyber threats.

70. A 'Conflict of Interest' in educational management occurs when:
(A) Two senior teaching staff members hold conflicting views regarding the most effective pedagogical approach for delivering the curriculum.
(B) Student groups from different academic streams dispute access rights to the institutional sports field during recreational hours.
(C) Personal interests potentially compromise an administrator's official objectivity and duty.
(D) The school management committee formally disputes regulatory directives issued by the regional department of education.

71. Match List I with List II:
List I: (Type of Conflict)
P. Pecuniary Conflict of Interest
Q. Non-Pecuniary Conflict of Interest
List II: (Example)
1. The Principal sits on a disciplinary committee investigating their own nephew.
2. The Principal awards a school catering contract to a company they secretly co-own.
(A) P-2, Q-1
(B) P-1, Q-2
(C) P-2, Q-2
(D) P-1, Q-1

72. What is the ethically correct sequence of actions for a Principal upon realizing they have a conflict of interest in an upcoming administrative decision (e.g., finalizing a vendor)?
I. Recuse oneself from the decision-making process.
II. Identify the potential conflict of interest.
III. Disclose the conflict to the higher authorities or the managing committee.
IV. Delegate the decision to an impartial committee or authority.
Which of the following options represents the correct sequence?
(A) II, I, III, IV
(B) II, III, I, IV
(C) III, II, IV, I
(D) I, II, III, IV

73. A prominent ethical issue regarding conflict of interest in schools arises when a teacher:
(A) Authors a subject textbook that is subsequently published by an independent commercial publisher.
(B) Coerces enrolled students into joining paid private tutorials after regular school hours.
(C) Conducts mandatory remedial sessions for academically struggling students after regular hours without claiming extra compensation.
(D) Evaluates standardized final examination answer scripts assigned independently by the central education board.

74. The school needs to purchase bulk uniforms. The lowest bidding vendor happens to be the brother-in-law of the school's Vice Principal. To handle this conflict of interest ethically, the administration must:
(A) Automatically reject the vendor's tender without evaluation, despite potential cost savings, solely to prevent groundless administrative rumors.
(B) Disclose the relation and remove the Vice Principal from procurement to let an independent panel evaluate bids.
(C) Suppress the familial connection and award the supply contract directly since the vendor submitted the lowest competitive financial bid.
(D) Instruct the relative to resubmit the commercial tender under a different corporate name to bypass internal audit

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ANSWERS

1. (A) A framework of moral principles that guides the decision-making and professional behavior of educational leaders.
Ethics in educational management serves as a fundamental framework of moral principles that directs the decisions, governance, and daily conduct of school leaders. Rather than focusing merely on procedural compliance or administrative rules, it provides a moral compass that ensures fair treatment, transparency, accountability, and respect for all stakeholders, ultimately safeguarding the educational environment and organizational culture.

2. (C) Actively take steps that promote the well-being and academic success of all students.
The ethical principle of beneficence requires educational leaders to act proactively in ways that promote the well-being, development, and success of others. In a school environment, this obligation mandates that principals prioritize student welfare and academic growth above routine administrative procedures, continuously making decisions that directly contribute to nurturing a positive, safe, and supportive educational community.

3. (A) Both A and R are true and R is the correct explanation of A
Educational leadership requires navigating morally complex situations where administrative regulations alone are insufficient. While legal frameworks provide the baseline parameters for institutional compliance, ethical conduct demands higher standards of moral reasoning and judgment. Principals must frequently resolve unregulated operational dilemmas by evaluating fairness, equity, and student welfare beyond the mere fulfillment of statutory administrative requirements.

4. (D) Alignment between the school's stated values and the daily administrative decisions made by the leadership.
A school's ethical climate is determined by the degree of congruence between its declared values and actual administrative behavior. While posted rules or policies state intentions, genuine ethical integrity exists when leadership consistently translates core principles into daily operational decisions. This alignment builds stakeholder trust, establishes moral authority, and fosters a transparent, values-driven organizational culture across the institution.

5. (B) Care-based ethics
Care-based ethics prioritizes interpersonal relationships, empathy, compassion, and the specific context of individuals over rigid adherence to universal administrative rules. When a leader chooses verbal guidance over formal punitive measures for a minor procedural lapse, the decision reflects a commitment to supporting human potential, maintaining professional motivation, and protecting the relational well-being of the school community.

6. (A) I and II only
Educational leadership principles dictate that justice involves the fair and equitable distribution of resources to support every learner. Simultaneously, non-maleficence imposes a fundamental duty on administrators to prevent harm to community members. Autonomy, however, does not grant educators absolute freedom to bypass prescribed curricula, as structured standards ensure equal educational opportunities and systemic instructional consistency.

7. (D) The branch of ethics establishing moral standards and rules that define right and wrong leadership conduct.
Normative ethics systematically addresses the foundational moral principles and standards that define acceptable and unacceptable conduct. Within educational administration, this philosophical branch establishes prescriptive frameworks that guide leaders on how they ought to act. It outlines essential duties, rights, and responsibilities, providing objective criteria to judge leadership decisions, governance practices, and overall institutional behavior.

8. (A) Utilitarianism
Utilitarianism is an ethical theory holding that the moral worth of an action is determined by its ability to maximize overall benefit or good

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(C) Create bureaucratic administrative hurdles to restrict teaching staff from introducing innovative pedagogical practices.
(D) Fulfill statutory departmental compliance mandates on paper without any genuine administrative intent of active enforcement.

57. Consider the following statements regarding the applicability of Codes of Conduct to ethical school leadership:
I. The Code mandates maintaining absolute integrity and devotion to duty at all times.
II. The Code permits school administrators to engage in private trade or employment for extra income during school hours.
III. The Code restricts staff from acting in a manner unbecoming of a public servant.
IV. The Code requires a Principal to act with political neutrality in the discharge of official duties.
Which of the statements given above are correct?
(A) I, II, and III only
(B) I, III, and IV only
(C) II, III, and IV only
(D) I, II, III, and IV

58. While a Code of Conduct outlines statutory obligations, professional ethics in school management demands:
(A) Identifying technical ambiguities or legal loopholes in departmental regulations to maximize financial and operational benefits for management.
(B) Internalizing moral principles to make sound, proactive decisions even in the absence of explicit rules.
(C) Enforcing only those specific regulations that carry explicit financial penalties, administrative warnings, or statutory disciplinary action.
(D) Committing regulatory rulebooks to memory without understanding their practical application in complex school leadership scenarios.

59. According to general professional ethics guidelines for educators, a Principal must view the teaching profession as:
(A) A vital public service bearing deep social responsibility for shaping future generations.
(B) A convenient transitional employment opportunity while pursuing lucrative corporate career pathways in alternative sectors.
(C) A purely routine administrative position focused strictly on meeting standardized operational metrics and bureaucratic targets.
(D) A formal organizational mechanism designed primarily to exercise authoritarian hierarchical control over subordinate staff members.

60. A 'Compliance-based' code of conduct focuses on deterring wrongdoing through rules and penalties. In contrast, a 'Value-based' (or integrity-based) code of conduct focuses on:
(A) Increasing the severity and frequency of formal disciplinary penalties to deter potential rule breakers across the institution.
(B) Discarding all written administrative regulations and relying entirely on the inherent good judgment of staff members.
(C) Inspiring self-governance by defining shared ethical values and institutional purpose.
(D) Rewarding staff members based on their ability to avoid formal administrative detection while circumventing operational policies.

61. The most effective way for a Principal to ensure that the staff adheres to the Code of Conduct is to:
(A) Frequently threaten the staff with severe disciplinary action.
(B) Install surveillance cameras in all staff areas.
(C) Delegate the responsibility of enforcing the code entirely to the junior staff.
(D) Model the desired ethical behavior consistently in their own administrative actions.

62. Arrange the following steps in the logical and ethical sequence a Principal should take when addressing a minor, first-time violation of the Code of Conduct by a staff member:
I. Issue a formal written show-cause notice.
II. Conduct an informal, private inquiry to ascertain facts.
III. Provide constructive counseling and a verbal warning.
IV. Observe the staff member for behavioral improvement.
Which of the following options represents the correct sequence?
(A) I, II, III, IV
(B) II, III, IV, I
(C) II, III, I, IV
(D) III, II, I, IV

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academic integrity, ensures authentic assessment outcomes, and sustains public trust in the reliability of institutional qualifications and administrative records.

17. (A) I, II, and III only
Administrative transparency reduces corruption, while integrity demands protecting confidential personal records, such as student health data. Proactive disclosure mechanisms under public information legislation further reinforce institutional accountability. However, publishing detailed performance evaluations or promotion committee minutes publicly violates personal privacy rights, making total public disclosure of individual employee appraisals ethically and procedurally unacceptable in school governance.

18. (C) Justice and Care
Educational leaders frequently experience tension between enforcing institutional regulations and demonstrating compassion toward individual student circumstances. The conflict between justice and care manifests when rigid rule enforcement, designed to maintain order, inadvertently imposes disproportionate hardship on vulnerable students. Ethical leadership requires balancing rule-based justice with empathetic considerations to ensure fairness while supporting individual student needs.

19. (A) Short-term vs. Long-term
The short-term versus long-term ethical paradigm involves balancing immediate appearance or gratification against sustainable, long-term welfare. Allocating funds to cosmetic improvements for immediate inspection impression while neglecting critical structural repairs prioritizes superficial short-term gains over enduring safety and infrastructure health. Leaders must resist superficial fixes, ensuring resources address foundational, long-term operational needs ethically and prudently.

20. (D) Deny the disclosure request as answer scripts contain third-party personal information protected under statutory privacy norms.
Statutory privacy frameworks and information laws safeguard personal third-party data from public disclosure. Evaluated answer scripts contain personal information, assessment details, and intellectual output specific to an individual student. Sharing one student's script with another party without authorization breaches privacy rights. Administrators must deny such requests to ensure statutory compliance and protect personal student records.

21. (B) Using discretionary management quotas to admit applicants in exchange for unauthorized cash donations or capitation fees.
School admission processes must be grounded in equity, transparency, and non-discrimination. Demanding capitation fees, unauthorized financial contributions, or cash donations in exchange for admission violates fundamental educational ethics and statutory regulations. Such practices commodify education, create socioeconomic barriers, and undermine merit and fairness, directly contradicting the core moral obligations of ethical school governance.

22. (A) Both A and R are true and R is the correct explanation of A
Conducting academic screening tests for young children during entry-level admissions creates artificial barriers and fosters socio-economic discrimination. Mandatory regulations under child rights laws prohibit such assessments to guarantee equitable access to early education. Eliminating screening procedures ensures that all children receive fair educational opportunities without experiencing premature academic tracking or unjust institutional rejection at an early age.

23. (D) Unconscious cognitive stereotypes or attitudes that subtly bias administrative decisions regarding applicants from specific backgrounds.
Implicit bias refers to the unconscious attitudes, beliefs, or stereotypes that automatically influence human understanding, actions, and administrative decisions. In school admissions, these unexamined biases can lead administrators to favor or disadvantage candidates based on background, socio-economic status, or cultural factors. Recognizing implicit bias is essential for ensuring objective, fair, and equitable candidate evaluation.

24. (A) Decline the request politely, adhering strictly to published admission guidelines to uphold institutional integrity.
Ethical leadership requires strict adherence to established, transparent, and non-discriminatory admission guidelines, regardless of external influence. Granting special favors or bypassing

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published criteria to appease influential figures compromises institutional integrity and violates the principle of equal opportunity. Principals must politely decline improper requests to maintain administrative fairness, uphold public trust, and preserve operational objectivity.

25. (B) Ensuring all admission criteria are non-discriminatory, rational, and published in the public domain well in advance.
Ethical admission management depends on establishing rational, objective, and non-discriminatory selection criteria that are clearly communicated to the public in advance. Transparency prevents arbitrary decision-making, eliminates hidden biases, and provides equal opportunities for all applicants. Publishing clear policies before the admission cycle begins ensures procedural fairness, upholds organizational integrity, and builds trust within the prospective school community.

26. (A) I and II only
Evaluating parental income or financial capacity during entry-level admissions fosters discrimination and violates inclusive education principles. Similarly, charging capitation fees commercializes education and restricts access based on socio-economic status. However, assigning reasonable priority points to siblings of currently enrolled students is a standard, recognized administrative practice designed to support family convenience, which does not violate educational statutes.

27. (A) Declare the exact quota percentage publicly and establish transparent, objective criteria for candidate selection within it.
When a school operates an approved management quota, ethical governance demands complete public transparency regarding its allocation and selection parameters. Publishing the exact quota percentage and applying objective, standardized criteria prevents corruption, nepotism, and financial exploitation. Transparent quota management ensures that discretionary admissions remain fair, verifiable, and aligned with institutional regulations and ethical leadership standards.

28. (C) Employ a clear rubric balancing objective performance metrics with length of service.
Formulating an ethical staff promotion policy requires balancing professional experience with demonstrated competency. Relying strictly on seniority can demotivate high-performing faculty, whereas subjective evaluation invites bias. Utilizing an explicit rubric that integrates objective performance evaluations, pedagogical excellence, professional development, and length of service ensures a fair, balanced, transparent, and legally defensible career advancement mechanism for all educators.

29. (D) Nepotism
Nepotism occurs when an administrator uses official authority or influence to grant unearned employment, promotion, or administrative advantages to family members over more qualified candidates. This practice violates fundamental ethical standards of meritocracy, fairness, and institutional integrity. Nepotism degrades organizational morale, fosters resentment among qualified staff, and severely damages public trust in the leadership's administrative credibility.

30. (A) Both A and R are true and R is the correct explanation of A
Principles of natural justice and fairness require that employees receive timely, constructive feedback regarding operational shortcomings before negative formal appraisals are recorded. Providing ongoing guidance and opportunities for professional improvement ensures procedural transparency. Writing adverse performance reports without prior warning or support deprives staff of due process, rendering administrative evaluation punitive rather than developmental and ethically flawed.

31. (B) Select the external candidate to fulfill the fiduciary duty of providing superior instruction to students.
School administrators hold a primary fiduciary duty to prioritize student learning and instructional quality above personal relationships. While assisting a struggling colleague is compassionate, hiring decisions must be based on demonstrated pedagogical competence and subject mastery. Selecting the most qualified candidate ensures that students receive high-quality education, thereby fulfilling the core ethical purpose of educational institutions.

32. (D) Halo effect
The halo effect is a cognitive bias where an observer's overall positive impression of a person in one area, such as articulate communication

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skills, unfairly influences their judgment of that person's capabilities in other unrelated domains. In recruitment, this bias leads administrators to assume overall competence without objective evidence, compromising fair, thorough, and balanced candidate evaluation.

33. (A) Record clear, objective evaluation reasons in official DPC minutes based on established merit criteria.
Promoting transparency within a Departmental Promotion Committee requires recording clear, objective, and evidence-based justifications for evaluation outcomes in official minutes. Grounding decisions on established merit parameters prevents arbitrary judgments, favoritism, and administrative bias. Detailed, documented proceedings ensure accountability, uphold procedural integrity, and provide a clear, auditable trail that reassures staff regarding the fairness of institutional promotion cycles.

34. (C) "Are you planning to have children in the next couple of years?"
Inquiries regarding an applicant's personal family plans or intentions to have children are ethically inappropriate and legally discriminatory during job interviews. Such questions introduce gender-based bias, infringe upon personal privacy, and violate equal employment opportunity standards. Selection interviews must focus exclusively on job-related qualifications, professional experience, subject competence, and relevant administrative or teaching capabilities.

35. (A) Misappropriation
Misappropriation involves the illegal or unauthorized diversion of institutional funds for personal use, regardless of whether the offender intends to restore the money later. Even temporary conversion of official collection funds constitutes a serious breach of financial ethics and legal regulations. Maintaining strict fiscal integrity requires absolute safeguarding and prompt, accurate accounting of all administrative revenues.

36. (D) Expenditure must not exceed what the occasion demands, exercising the vigilance of a person of ordinary prudence managing personal funds.
The principle of financial propriety mandates that administrators handling public or institutional funds exercise the same degree of care and vigilance as a person of ordinary prudence managing their own money. Financial disbursements must be necessary, strictly justified, and proportionate to the occasion. School leaders must avoid extravagant, unauthorized, or wasteful expenditures to uphold public trust and fiscal responsibility.

37. (A) I, II, and III only
Ethical financial management demands strict adherence to accounting procedures, transparency, and fiscal integrity. Diverting student welfare funds for personal luxury items violates ethics, while artificially splitting orders to bypass mandatory competitive bidding rules constitutes procedural fraud. Administrators are obligated to maintain accurate, prompt accounting records and reject vendor gifts or favors that compromise administrative independence and purchasing objectivity.

38. (C) Unjustified, as falsifying bills and reallocating tied funds violates financial integrity and accounting rules.
Reallocating restricted, earmarked funds across different accounts by falsifying accounting documentation and bills is a direct violation of financial rules and administrative integrity. Regardless of noble intentions regarding student academic benefit, manipulating fiscal records constitutes financial fraud. Ethical management requires achieving institutional goals through legitimate administrative channels, proper budget reappropriation requests, and absolute accounting accuracy.

39. (D) Holds institutional funds in trust, bound legally and ethically to manage them solely for the benefit of the school and its students.
Acting in a fiduciary capacity means holding institutional resources in trust for the sole benefit of the school, its students, and the community. An educational leader does not possess personal ownership over institutional assets. This fiduciary obligation demands that all financial allocations, investments, and operational expenditures strictly serve the school's educational mission, maintaining absolute accountability, transparency, and stewardship.

40. (A) Ensuring financial accountability and deterring unethical fiscal practices.
Conducting regular internal and external financial audits provides an essential oversight

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framework for institutional operations. Auditing verifies accounting accuracy, ensures compliance with statutory regulations, and detects potential financial irregularities or fraud. Establishing routine audit procedures deters unethical fiscal practices, reinforces administrative transparency, and reassures stakeholders that institutional resources are managed prudently, efficiently, and for authorized educational purposes.

41. (A) Both A and R are true and R is the correct explanation of A
Procuring goods through transparent electronic portals like the Government e-Marketplace enhances financial ethics by reducing human intervention in vendor selection. Digital procurement platforms enforce standardized bidding procedures, foster competitive pricing, and eliminate opportunities for corruption or favoritism. Utilizing structured, transparent procurement mechanisms ensures public accountability, operational efficiency, and fair utilization of allocated institutional resources.

42. (B) Shifting focus from penalizing misconduct to repairing harm and reintegrating the student into the community.
Restorative justice in student discipline represents an ethical shift from punitive retribution toward accountability, reconciliation, and harm repair. Instead of relying on exclusionary measures like suspension or corporal punishment, restorative practices encourage students to understand the impact of their actions, take responsibility, make amends, and remain actively integrated within the supportive educational community.

43. (A) Intervene immediately to stop physical discipline, as corporal punishment violates child rights and RTE Act provisions.
Corporal punishment and physical force violate fundamental child rights, statutory provisions, and human dignity. Ethical leadership mandates immediate administrative intervention to stop physical discipline in classrooms. Administrators must enforce non-violent behavioral management strategies, ensuring that school environments remain physically and psychologically safe spaces conducive to learning, emotional development, and mutual respect for all students.

44. (C) The policy must be enforced consistently, equitably, and impartially across the entire student body.
An ethical student discipline policy must be applied consistently, equitably, and impartially across the entire student population without favoritism or arbitrary exemptions. Standardized enforcement ensures procedural fairness, prevents discrimination, and builds respect for institutional rules. Clear, transparent, and uniformly applied behavioral standards cultivate a safe, predictable, and harmonious educational environment for all community members.

45. (D) Engage counselors, teachers, and guardians to address root causes while maintaining clear behavioral boundaries.
Managing severe behavioral issues ethically requires balancing institutional order with empathetic, holistic support for the student. When misconduct stems from underlying trauma, administrators must coordinate with counselors, teachers, and guardians to address root causes while maintaining clear behavioral boundaries. This comprehensive approach upholds student welfare, promotes rehabilitation, and preserves a safe, structured educational environment.

46. (C) The severity of a disciplinary action must directly correspond to the nature and gravity of the offense committed.
The ethical principle of proportionality requires that disciplinary measures directly reflect the nature, severity, and context of the offense committed. Punishments must neither be excessively harsh nor inappropriately lenient. Calibrating disciplinary actions ensures fundamental fairness, avoids punitive overreach, and helps students recognize the legitimate relationship between their behavior, responsibility, and corresponding administrative consequences.

47. (A) I and II only
Public humiliation of students undermines human dignity and constitutes an ethical breach, while due process requires granting individuals a fair hearing before imposing disciplinary sanctions. Conversely, penalizing an entire group for the actions of an unidentified individual represents collective punishment, which is inherently unjust, erodes trust in leadership, and violates basic principles of individual responsibility and fairness.

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48. (D) Protecting the victim's physical and psychological safety while taking firm, corrective action against the bully.
Ethical management of bullying incidents requires administrators to prioritize the physical, emotional, and psychological safety of the victim above institutional reputation. Leaders must take immediate, firm corrective action against perpetrators while offering supportive intervention and counseling. Suppressing reports or ignoring student harm breaches fundamental safeguarding duties, failing to provide a secure and supportive educational environment.

49. (A) Inform parents fully of the survey's purpose and grant them the right to opt out without penalty.
Informed consent in educational research or profiling requires providing parents with full transparency regarding the purpose, scope, and procedures of third-party surveys. Families must be granted the explicit right to opt out without facing penalties or administrative discrimination. Respecting parental autonomy ensures data privacy, upholds ethical research standards, and maintains trust between the school and community.

50. (C) Respect the diverse cultural knowledge and inherent strengths that parents contribute to the partnership.
Adopting an asset-based model in parental engagement involves recognizing and valuing the diverse cultural knowledge, skills, and perspectives that families bring to the educational community. Rather than viewing socio-economic or cultural differences as deficiencies to be corrected, ethical leaders leverage parent strengths to build collaborative, respectful partnerships that enrich student learning and strengthen home-school connections.

51. (A) Both A and R are true and R is the correct explanation of A
Ethical leadership demands that institutional communication be accessible to all parent communities, eliminating language or educational barriers. Effective, inclusive communication fosters active parental engagement, which directly supports student academic and emotional development. Removing administrative barriers prevents the marginalization of socio-economically or linguistically diverse families, ensuring equitable partnership and mutual collaboration across the school community.

52. (D) Hold a private meeting to discuss academic difficulties empathetically and construct a joint remedial plan.
Communicating sensitive academic failures requires empathy, privacy, and a constructive approach to student development. Delivering bad news during a private, face-to-face conference respects family dignity and allows administrators and teachers to present clear diagnostic feedback. Collaborative discussions facilitate the creation of targeted remedial strategies, supporting the student's future progress while maintaining a supportive partnership with parents.

53. (B) Remain calm, request respectful dialogue, and initiate an impartial inquiry into the complaint.
Handling hostile or aggressive interactions requires administrators to remain calm, maintain professional composure, and de-escalate tension through respectful dialogue. Ethically, leaders must protect staff from unwarranted abuse while simultaneously committing to an objective, fair investigation of parental grievances. Principals must avoid reactive emotional responses, ensuring decisions are grounded in factual inquiry and procedural fairness.

54. (C) Soliciting personal financial loans or favors from parents of wealthy students.
Soliciting personal financial loans, monetary favors, or material benefits from parents breaches professional boundaries and creates serious conflicts of interest. Such practices compromise administrative objectivity, invite accusations of favoritism, and exploit the power imbalance inherent in educational leadership. Principals must maintain strict professional standards, ensuring personal gain never intersects with official duties or parent relationships.

55. (D) Recognizing personal cultural biases and understanding the diverse heritage of school families with respect.
Cultural competence requires educational leaders to actively examine personal biases and demonstrate genuine respect for the diverse cultural, linguistic, and socio-economic backgrounds of school families. Rather than imposing dominant norms or ignoring differences, culturally competent administrators foster

NODIA

professional objectivity and administrative fairness.

72. (B) II, III, I, IV
When facing a potential conflict of interest, an administrator must follow a structured, ethical protocol. The leader first identifies the conflict, then formally discloses it to governing authorities. Subsequently, the administrator recuses themselves from all relevant proceedings and delegates decision-making authority to an independent, impartial committee, ensuring objective evaluation and preserving public confidence.

73. (B) Coerces enrolled students into joining paid private tutorials after regular school hours.
Coercing students into enrolling in paid private tutorials taught by their own classroom teacher creates an acute conflict of interest and an ethical violation. This practice exploits administrative authority, commodifies instruction, and invites biased grading. Educators must maintain clear boundaries between formal classroom teaching and private commercial activities to ensure objective, fair evaluation.

74. (B) Disclose the relation and remove the Vice Principal from procurement to let an independent panel evaluate bids.
When a vendor bidding for institutional contracts has a familial connection to an administrator, potential bias must be managed transparently. The involved official must formally declare the relationship and recuse themselves completely from procurement decisions. Delegating evaluation to an independent selection panel ensures fair competition, transparent procurement, and objective vendor selection without compromising organizational integrity.

75. (A) Erodes public confidence and stakeholder trust in administrative integrity.
An apparent conflict of interest occurs when external circumstances create a reasonable perception of bias, even if the administrator acts with complete actual impartiality. Perceived bias can be highly damaging because it undermines public confidence, damages stakeholder trust, and compromises institutional credibility. Leaders must actively avoid situations that appear unethical to preserve organizational reputation.

76. (C) Step down from a decision-making role to handle a potential conflict of interest.
Recusal is a formal ethical procedure where an official steps down from a decision-making role due to a potential or perceived conflict of interest. By voluntarily removing themselves from discussions, evaluations, or votes, administrators prevent bias, safeguard institutional integrity, and ensure that operational choices are made objectively by independent, untainted decision-makers.

77. (D) An insider who reports illegal, unethical, or dangerous activities within an organization.
A whistleblower is an organizational insider who discloses illegal, unethical, dangerous, or fraudulent activities occurring within their institution to proper authorities. Whistleblowers play a vital role in institutional oversight, exposing corruption, financial mismanagement, or safety violations. Protecting these individuals is essential for maintaining systemic integrity, accountability, and ethical governance in educational organizations.

78. (C) Protect individuals exposing public-interest wrongdoings from administrative retaliation.
The core ethical motivation behind whistleblower protection is safeguarding individuals who expose public-interest wrongdoings from administrative retaliation, termination, or harassment. Guaranteeing protection encourages employees to report illegal or unethical practices without fear of career harm. Robust protective mechanisms support organizational transparency, deter malfeasance, and uphold integrity within public and educational institutions.

79. (B) P-2, Q-1
Whistleblowing is classified by the reporting channel utilized. Internal whistleblowing occurs when an employee reports illegal or unethical conduct to higher authorities within the organizational hierarchy, such as a Principal or Managing Committee. External whistleblowing involves reporting wrongdoing to external entities, such as law enforcement, regulatory agencies, or public media outlets.

80. (D) Conduct a discreet preliminary fact-finding inquiry to verify the substance of the claims.
Upon receiving anonymous allegations concerning serious operational misconduct, administrators must conduct a discreet, preliminary fact-finding

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contexts is legally mandated and ethically necessary to ensure child safety.

64. (D) Involve parents and mental health professionals immediately to ensure student safety, overriding confidentiality.
When a student discloses active self-harm ideation, the immediate threat to life overrides standard confidentiality requests. School leaders hold an overriding duty of care to protect student health and safety. Principals must immediately involve parents and mental health professionals to establish crisis intervention and protective support systems, balancing empathetic communication with necessary safety measures.

65. (A) Restricting sensitive personal data strictly to officials whose designated duties require access.
The need-to-know principle dictates that sensitive personal, medical, or administrative data should be accessible exclusively to authorized individuals whose official duties require such information. Restricting data access prevents unauthorized disclosure, safeguards personal privacy, and reduces risk of misuse. Maintaining strict access controls ensures compliance with confidentiality standards while supporting legitimate operational and educational requirements.

66. (C) Restrict data access through password protection and locked storage under clear privacy policies.
Securing student records requires robust physical and administrative safeguards to prevent unauthorized access, loss, or data breaches. School leaders must implement password-protected electronic systems, encrypted databases, and secure, locked physical storage under clear privacy protocols. Systematic security measures uphold statutory data protection standards, protect personal confidentiality, and ensure responsible stewardship of sensitive student records.

67. (A) Process the leave application while keeping the medical diagnosis strictly confidential.
Handling employee medical leave applications requires balancing statutory leave processing with strict personal confidentiality. Principals must process legitimate medical leave based on certified documentation without disclosing specific health diagnoses to colleagues or external bodies. Respecting medical privacy prevents workplace stigmatization, upholds individual dignity, and maintains professional boundaries in personnel administration.

68. (D) Deny the request, as sharing student data with commercial entities without parental consent violates privacy.
Releasing student contact directories or personal information to third-party commercial entities without explicit parental consent violates statutory privacy standards and data protection principles. School leaders must protect student data from commercial exploitation. Denying unauthorized marketing requests safeguards family privacy, prevents unwanted commercial solicitations, and ensures that institutional records are used strictly for authorized educational purposes.

69. (B) Collect only personal data strictly necessary for educational and administrative purposes.
Data minimization is an ethical data protection principle requiring institutions to collect and process only the personal information strictly necessary for specific, legitimate educational and administrative purposes. Restricting data collection reduces privacy risks, prevents unnecessary profiling, and ensures compliance with statutory regulations. Leaders must avoid gathering excessive, irrelevant family details, upholding stakeholder privacy rights.

70. (C) Personal interests potentially compromise an administrator's official objectivity and duty.
A conflict of interest arises when an administrator's personal, financial, or familial interests potentially interfere with their ability to make objective, impartial decisions in their official capacity. In educational management, allowing personal gain or relationships to influence professional judgment compromises administrative integrity, erodes organizational trust, and violates fundamental ethical governance standards.

71. (A) P-2, Q-1
Conflicts of interest are categorized as pecuniary or non-pecuniary based on the nature of the personal involvement. Pecuniary conflicts involve direct financial gains, such as awarding school contracts to self-owned businesses. Non-pecuniary conflicts involve personal or familial relationships, such as evaluating close relatives in disciplinary proceedings, which compromise

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organizational relationships throughout the educational community.

89. (B) Empowers staff by sharing decision-making authority and valuing professional expertise.
Distributed leadership becomes an ethical practice when administrators share decision-making authority, empower staff, and recognize professional expertise across the school. Rather than concentrating power hierarchically, distributed leadership fosters collaborative governance, respects teacher autonomy, and encourages shared responsibility for institutional improvement, enhancing collective efficacy and ethical climate across the organizational community.

90. (B) Proactively integrating ethics into leadership through communication, modeling, and reinforcement systems.
A moral manager actively promotes ethical behavior within an organization by communicating explicit moral standards, modeling ethical conduct, and establishing reinforcement systems that reward integrity and address misconduct. While being a moral person reflects individual integrity, being a moral manager proactively shapes the ethical culture of the school through consistent, visible leadership practices.

91. (A) Over-relies on contingent rewards and sanctions rather than fostering intrinsic moral commitment.
Transactional leadership relies primarily on contingent rewards, exchanges, and administrative sanctions to enforce compliance. In educational settings, this approach falls short ethically because it fails to cultivate intrinsic moral commitment, shared values, or professional growth. Fostering long-term instructional excellence requires leaders to inspire dedication through shared purpose rather than strictly contractual exchanges.

92. (C) Aligning institutional goals and behaviors with core values like respect, integrity, and equity.
Value-based leadership centers organizational governance on foundational moral principles such as respect, integrity, equity, and empathy. Rather than focusing exclusively on compliance or procedural efficiency, value-based leaders align school goals, administrative decisions, and interpersonal interactions with core ethical standards, fostering a supportive, transparent, and unified institutional environment focused on holistic educational quality.

93. (D) Ethic of Care
The ethic of care emphasizes personal relationships, empathy, compassion, and responsiveness to individual needs. Establishing mentorship programs that provide empathetic personal and professional support to novice teachers illustrates this framework. Leaders operating from an ethic of care prioritize emotional well-being, nurture supportive human connections, and create safe, encouraging environments for personal development.

94. (C) Eroding public trust and damaging institutional reputation within the community.
Major ethical lapses, such as financial fraud or admission malpractices, severely damage an institution's public reputation and destroy community trust. While legal penalties or financial losses may be recovered over time, lost credibility and public confidence are extremely difficult to restore, permanently damaging student enrollment, community partnerships, and organizational standing.

95. (B) Facing both statutory service disciplinary proceedings and criminal prosecution for fraud.
Falsifying official student enrollment records to fraudulently secure higher government grants constitutes severe financial and administrative misconduct. Such acts expose administrators to formal disciplinary proceedings under service rules, potential dismissal, and criminal prosecution for fraud. Misrepresenting official data violates statutory legal obligations and fundamental ethical duties, leading to severe legal and professional consequences.

96. (D) Breeding institutional cynicism, lowering morale, and normalizing unethical conduct.
A continuous pattern of minor ethical compromises by leadership gradually degrades the school climate by normalizing dishonesty and eroding administrative credibility. When leaders overlook small ethical breaches, cynicism spreads among staff, professional morale declines, and unethical practices become embedded in daily operations, ultimately compromising the overall integrity and educational quality of the institution.

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inquiry to evaluate substance before taking formal action. Dismissing unsigned complaints entirely risks ignoring genuine malfeasance, while taking immediate punitive measures without verification violates due process. A preliminary inquiry balances institutional oversight with procedural fairness for all parties.

81. (A) Investigating complaints fairly while ensuring whistleblowers are shielded from victimization.
Cultivating a speak-up culture requires school leaders to establish transparent, safe, and fair reporting mechanisms. Principals foster organizational trust by thoroughly and impartially investigating raised concerns while rigorously shielding complainants from victimization or retaliation. When staff feel secure reporting wrongdoing, institutions can identify operational flaws, correct unethical behavior, and maintain strong ethical standards.

82. (C) Safeguarding the complainant's identity and protecting them against administrative reprisal.
Ethical management requires educational leaders to protect whistleblowers from administrative reprisal, harassment, or negative career consequences. Preserving complainant confidentiality and ensuring job security are critical obligations for principals handling sensitive disclosures. Maintaining protective environments encourages honest communication, deters systemic corruption, and ensures that institutional operations remain accountable, transparent, and legally compliant.

83. (A) A false allegation submitted deliberately with the intent to defame or harass another individual.
A malicious complaint is a false, unsubstantiated allegation submitted intentionally with deceitful intent to defame, harass, or inflict professional harm on another individual. While legitimate whistleblowing protects public interest, malicious reporting abuses grievance mechanisms. Ethical management requires investigating allegations thoroughly to protect innocent personnel from bad-faith attacks and preserve institutional trust.

84. (D) Servant Leadership
Servant leadership is an ethical approach that shifts institutional focus away from administrative authority toward serving the growth, development, and well-being of staff and students. Servant leaders prioritize community needs above personal ambition, fostering empowering environments, supporting professional development, and cultivating collaborative, caring, and morally grounded educational organizations focused on shared success.

NODIA

85. (B) Critique
Comprehensive models of ethical educational leadership integrate three core dimensions: the ethic of justice, the ethic of care, and the ethic of critique. While justice emphasizes legal fairness and care focuses on empathy, the ethic of critique re-examines existing administrative structures, challenging systemic inequalities, privilege, and oppressive practices to foster social justice within schools.

86. (C) Ethic of Critique
The ethic of critique actively analyzes organizational policies and institutional power dynamics to uncover embedded inequalities, systemic biases, or discriminatory effects. When an educational leader identifies and modifies policies that disadvantage specific minority groups, they demonstrate the ethic of critique by challenging institutional norms and advocating for structural equity and inclusive educational practices.

87. (D) Ethic of Justice
The ethic of justice centers on fairness, equality, rule of law, and procedural due process. An educational leader operating under this framework ensures that administrative policies, rules, and disciplinary procedures are applied uniformly, impartially, and transparently across the school. Upholding justice guarantees that every individual's rights are recognized and protected consistently.

88. (A) Self-awareness, relational transparency, moral perspectives, and balanced processing.
Authentic leadership relies on self-awareness, relational transparency, internalized moral standards, and balanced information processing. Authentic leaders understand their personal values, act consistently with core moral principles, encourage open communication, and evaluate objective evidence before making decisions. This leadership style fosters genuine trust, professional credibility, and positive

inclusive environments, adapt communication strategies, and honor community traditions while upholding institutional values and statutory educational standards.

56. (A) Set a shared framework of professional expectations and ethical boundaries to guide daily conduct.
A formal code of conduct provides a structured framework outlining professional expectations, ethical values, and behavioral boundaries for school personnel. It serves to guide daily decision-making, promote institutional consistency, and prevent administrative abuse or misconduct. Establishing clear behavioral standards fosters a culture of professional accountability, mutual respect, and organizational integrity across the entire educational institution.

57. (B) I, III, and IV only
Professional codes of conduct mandate absolute integrity, political neutrality, and behavior appropriate for public service personnel. However, engaging in private trade, commercial enterprise, or secondary employment during official working hours is strictly prohibited. Restricting external commercial activities prevents conflicts of interest, eliminates distraction from official duties, and ensures that public servants remain fully dedicated to institutional responsibilities.

58. (B) Internalizing moral principles to make sound, proactive decisions even in the absence of explicit rules.
While regulatory compliance outlines minimum legal boundaries, professional ethics requires administrators to internalize core moral values to navigate complex, unprecedented situations. Ethical leadership extends beyond passive rule-following, demanding proactive moral reasoning, empathy, and sound judgment when official rulebooks offer no clear guidance. Internalized principles enable leaders to maintain integrity, equity, and student welfare in all circumstances.

59. (A) A vital public service bearing deep social responsibility for shaping future generations.
Ethical guidelines position education as a vital public service dedicated to nurturing intellect, character, and societal development. Educational leaders must view their roles not as routine administrative jobs or personal authority platforms, but as profound moral commitments to student success. Embracing this perspective ensures that institutional governance remains centered on long-term educational excellence and public trust.

60. (C) Inspiring self-governance by defining shared ethical values and institutional purpose.
A value-based code of conduct focuses on inspiring self-governance and internal moral commitment by emphasizing shared institutional values, core principles, and organizational purpose. Rather than relying solely on fear of punitive sanctions, integrity-based frameworks motivate staff to align daily practices with ethical values, fostering mutual trust, intrinsic responsibility, and a cohesive culture of organizational integrity.

61. (D) Model the desired ethical behavior consistently in their own administrative actions.
Leading by personal example is the most powerful method for establishing an ethical institutional climate. When administrators consistently model integrity, transparency, fairness, and professional respect in their daily decisions, they establish operational standards for the entire organization. Authentic role modeling inspires staff compliance, reinforces shared values, and builds a culture of genuine accountability far more effectively than coercive surveillance.

62. (B) II, III, IV, I
Addressing minor, initial breaches of conduct ethically requires a progressive, restorative approach. Leadership should first conduct a discreet, informal fact-finding inquiry to understand context. Following confirmation, the administrator provides constructive verbal guidance and corrective counseling, followed by a period of systematic observation. Formal written show-cause notices are reserved for persistent non-compliance or major operational infractions.

63. (B) Credible suspicion exists that a child faces severe physical abuse at home, triggering mandatory reporting obligations under child protection laws.
While administrative confidentiality protects student privacy, it is not absolute when immediate harm threatens a child. Credible evidence or suspicion of severe physical abuse, neglect, or harm overrides standard privacy considerations, triggering statutory mandatory reporting obligations under child protection laws. Breaching confidentiality in these critical

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97. (A) II, I, IV, III
Formal disciplinary proceedings follow a structured legal sequence to ensure due process. Upon detecting major misconduct, leadership conducts a preliminary inquiry to establish a prima facie case. If substantiated, formal charge sheets are framed and served. The charged official then submits a defense statement, after which an independent Inquiry Officer is appointed.

98. (C) Rationalize unethical actions to diminish personal feelings of guilt or remorse.
Moral disengagement is a psychological mechanism where individuals convince themselves that ethical standards do not apply to them in specific contexts. This process allows staff members to rationalize misconduct, displace responsibility, or minimize consequences, thereby engaging in unethical actions without experiencing guilt or self-condemnation, particularly when institutional leadership consistently condones improper behavior.

99. (A) Implementing transparent accountability, acknowledging past lapses, and engaging openly with stakeholders.
Rebuilding public trust following an institutional ethical crisis requires transparent accountability, honest acknowledgement of past failures, and constructive engagement with all stakeholders. A new administrator must implement rigorous oversight mechanisms, maintain clear communication, and consistently demonstrate integrity in daily operations, systematically proving that the school has reformed its governance and operational culture.

100. (D) Minor ethical breaches gradually desensitize individuals, leading to major misconduct over time.
The slippery slope phenomenon in administrative ethics illustrates how committing or tolerating minor, seemingly insignificant ethical compromises gradually desensitizes individuals to unethical behavior. Over time, uncorrected minor breaches erode moral boundaries, lowering ethical standards and eventually leading to significant misconduct, serious regulatory violations, and widespread organizational failure within the institution.

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CHAPTER 18
Emotional Intelligence

1. The concept of Emotional Intelligence was first formally conceptualised and defined in academic literature by which of the following pairs of researchers?
(A) Daniel Goleman and Richard Boyatzis
(B) Peter Salovey and John Mayer
(C) Reuven Bar-On and Howard Gardner
(D) Paul Ekman and Robert Sternberg

2. Which of the following best defines Emotional Intelligence in the context of educational management?
(A) The cognitive capacity to memorise and apply administrative rules accurately
(B) The ability to suppress all personal emotions while executing statutory duties
(C) The inherent personality trait that allows a leader to command unquestioning obedience from subordinates
(D) The ability to perceive, control, and evaluate emotions in oneself and others to guide thinking and action

3. In the context of organisational leadership, Emotional Intelligence differs fundamentally from standard cognitive ability (IQ). Which of the following characteristics is strictly associated with EI rather than IQ?
(A) The capacity to navigate interpersonal dynamics and self-regulate impulses
(B) Spatial reasoning and pattern recognition
(C) Working memory capacity and processing speed
(D) The ability to perform complex deductive logical operations

4. Which of the following models of Emotional Intelligence focuses exclusively on emotional abilities, treating EI as a pure cognitive ability rather than a mix of traits and competencies?
(A) Goleman's Competency Model
(B) Bar-On's Emotional-Social Intelligence Model
(C) Mayer and Salovey's Ability Model
(D) Boyatzis's Intentional Change Model

5. How does a high level of Emotional Intelligence primarily benefit a Head of School during the implementation of a controversial new administrative policy?
(A) By helping the Head anticipate staff anxieties and communicate changes with empathy
(B) By enabling the Head to aggressively enforce compliance through disciplinary threats
(C) By allowing the Head to completely ignore negative feedback and focus purely on targets
(D) By giving the Head the cognitive capability to rewrite the policy to suit the staff

6. Daniel Goleman's mixed model of Emotional Intelligence originally categorised EI into five main constructs. Which of the following is NOT one of these five constructs?
(A) Self-awareness
(B) Self-regulation
(C) Intrinsic motivation
(D) Fluid intelligence

7. According to Goleman's framework, Emotional Intelligence is divided into Personal Competence and Social Competence. Which of the following falls strictly under Social Competence?
(A) Accurate personal self-assessment and self-reflection
(B) Empathy and interpersonal relationship management
(C) Emotional self-control and personal adaptability
(D) Internal achievement drive and personal initiative

8. A Head of School notices that during staff meetings, teachers seem hesitant to share their genuine opinions and often defer immediately to the Principal's ideas. The Principal decides to intentionally step back, ask open-ended questions, and actively validate differing viewpoints to build trust. Which specific component of Emotional Intelligence is the Principal primarily demonstrating?
(A) Self-awareness

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(B) Intrinsic motivation
(C) Social skills
(D) Self-regulation

9. In Goleman's emotional intelligence framework, "accurate self-assessment" and "self-confidence" are sub-competencies of which primary domain?
(A) Self-regulation
(B) Empathy
(C) Social skills
(D) Self-awareness

10. Read the given assertion and reason carefully and select the correct option.
Assertion (A): Goleman's model of Emotional Intelligence is often classified as a "mixed model" by psychologists.
Reason (R): Goleman's model combines mental abilities with personality traits such as optimism and persistence.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

11. Which of the following best describes the concept of a "blind spot" in the context of a school leader's self-awareness?
(A) A physical or structural limitation in observing classroom instruction during school hours
(B) A mismatch between how leaders perceive their behaviour and how others perceive it
(C) A systemic lack of knowledge regarding current administrative rules and leave provisions
(D) A conscious administrative decision to ignore staff grievances to keep a positive climate

12. Emotional self-awareness involves understanding one's own emotions and their impact. Which of the following is the most direct outcome of a Principal possessing high emotional self-awareness?
(A) The tactical ability to manipulate staff emotional responses to achieve organizational targets
(B) Recognizing how personal moods impact school climate and decision-making
(C) The complete guarantee that interpersonal staff conflicts will never occur on school premises
(D) The technical skill to process complex quantitative school performance data rapidly

13. Which well-known psychological tool is frequently used in leadership training to enhance a Principal's self-awareness by contrasting what is known to the self versus what is known to others?
(A) The Johari Window
(B) The Myers-Briggs Type Indicator
(C) The Maslow Hierarchy
(D) The Delphi Technique

14. A Principal who relies heavily on journaling their daily reactions to administrative challenges is actively attempting to develop which domain of Emotional Intelligence?
(A) Relationship Management
(B) Empathy
(C) Self-awareness
(D) Extrinsic Motivation

15. Consider the following statements regarding self-awareness in school leadership:
I. It enables leaders to understand their triggers and biases before making disciplinary decisions.
II. It guarantees automatic compliance from subordinate staff.
III. It involves an ongoing process of seeking and reflecting on feedback from colleagues.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

16. In Goleman's model, the ability to manage disruptive emotions and impulses is termed "Self-regulation". Which of the following behaviours by a school administrator is the clearest indicator of poor self-regulation?
(A) Delegating complex tasks to senior teachers
(B) Taking a 24-hour pause before responding to a provocative email from a staff member
(C) Reacting to a parent's complaint with immediate anger and defensiveness
(D) Consulting financial regulations before approving a large expenditure

17. The term "Amygdala Hijack", popularised by Daniel Goleman, refers to which of the following phenomena relevant to a leader's self-regulation?

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(A) The methodical, logical, and systematic evaluation of a crisis situation utilizing neocortical executive functions
(B) An intense emotional reaction disproportionate to the stimulus, bypassing rational thought
(C) The gradual psychological burnout and emotional exhaustion experienced by administrators facing chronic stress
(D) The deliberate and conscious suppression of personal empathy when making tough administrative decisions

18. During an unexpected inspection by an education officer, several administrative lapses are pointed out aggressively in front of the school staff. The Principal feels humiliated but remains calm, takes notes, and responds politely, planning to address the issues systemically later. This scenario demonstrates the Principal's high capacity for:
(A) Intrinsic Motivation
(B) Social awareness
(C) Empathy
(D) Self-regulation

19. Which of the following is a key sub-competency of Self-regulation according to the emotional intelligence framework?
(A) Adaptability
(B) Empathy
(C) Organisational awareness
(D) Team capabilities

20. Consider the following traits:
I. Trustworthiness and integrity
II. Comfort with ambiguity and change
III. Propensity for sudden emotional outbursts
IV. Suspending judgment and thinking before acting
Which of the above are characteristic of a school leader with high Self-regulation?
(A) I, II and IV
(B) II, III and IV
(C) I and IV only
(D) I, II, III and IV

21. Which statement accurately differentiates self-awareness from self-regulation in the context of EI?
(A) Self-awareness is recognizing one's emotions, while self-regulation is controlling them.
(B) Self-awareness focuses on managing personal emotions, whereas self-regulation focuses on understanding others.
(C) Self-awareness centers primarily on team dynamics, whereas self-regulation centers strictly on individual tasks.
(D) There is no practical conceptual difference between them; they are completely synonymous in Goleman's model.

22. In the context of Emotional Intelligence, "Motivation" as a personal competence is strictly defined as:
(A) The strategic utilization of financial incentives and bonuses to systematically improve daily teacher attendance
(B) The consistent administration of strict punitive measures and disciplinary sanctions to discourage workplace indiscipline
(C) The formal application of statutory administrative provisions to strictly enforce organizational compliance
(D) The internal passion and drive to achieve standards of excellence for the sake of achievement itself

23. A teacher consistently volunteers to design new pedagogical materials without expecting any additional pay or formal recognition, doing so purely out of a desire to improve student learning outcomes. This behaviour exemplifies:
(A) Extrinsic motivation
(B) Intrinsic motivation
(C) Empathy
(D) Social skills

24. Which of the following sub-components is typically associated with the 'Motivation' domain in Goleman's EI model?
(A) Constructive conflict management and resolution strategies
(B) Empathetically understanding others and their needs
(C) Optimism and resilience despite setbacks
(D) Personal transparency and ethical integrity

25. Read the given assertion and reason carefully and select the correct option.
Assertion (A): Emotionally intelligent leaders rely heavily on intrinsic motivation rather than just external rewards to sustain their performance.
Reason (R): External rewards like salary and promotions are entirely ineffective in the public education sector.
(A) Both A and R are true and R is the correct

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explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

26. An emotionally intelligent Head of School exhibits a strong "achievement drive". This means the Head:
(A) Strives to improve or meet a standard of excellence
(B) Competes aggressively with neighbouring schools to secure personal promotions
(C) Focuses solely on quantifiable exam results while ignoring student well-being
(D) Seeks constant public validation for their administrative actions

27. Empathy, a core component of EI, is best defined in an administrative setting as:
(A) Always agreeing unconditionally with all administrative grievances and personal complaints presented by staff members
(B) Understanding others' emotional makeup and treating them accordingly
(C) Feeling deep sympathy or pity for subordinate staff members who are actively struggling with their daily workload
(D) Systematically lowering professional performance standards to accommodate teachers experiencing personal difficulties

28. Psychologists often distinguish between different types of empathy. The ability to understand another person's perspective and thought process without necessarily sharing their emotional state is known as:
(A) Affective empathy
(B) Cognitive empathy
(C) Compassionate empathy
(D) Somatic empathy

29. A Vice-Principal observes that a newly appointed teacher is struggling with classroom management. Instead of issuing a memo, the Vice-Principal remembers their own early struggles, understands the teacher's anxiety, and offers mentorship. This is an application of:
(A) Empathy
(B) Self-regulation
(C) Systems thinking
(D) Extrinsic motivation

30. Which of the following is NOT typically considered a sub-competency of the Empathy domain in the EI framework?
(A) Developing others and nurturing talent
(B) Leveraging diversity in organizational teams
(C) Personal achievement drive
(D) Organisational and political awareness

31. Empathy in school leadership is crucial for "organisational awareness", which refers to:
(A) Memorising statutory organizational charts and administrative hierarchy of educational authorities
(B) Maintaining precise physical stock registers, financial records, and institutional inventory accounts
(C) Regularly publishing an informative monthly official newsletter and communication bulletin for parents
(D) Reading emotional currents, power dynamics, and political realities within the school

32. In the context of emotional intelligence, "Social Skills" are primarily concerned with:
(A) Organising cultural events and annual days efficiently
(B) Maintaining high personal productivity in isolation
(C) Managing relationships to move people in desired directions
(D) Enforcing strict adherence to service rules and codes of conduct

33. A Principal wants to introduce a new competency-based assessment format. Anticipating resistance, the Principal identifies key influential teachers, builds a coalition, and uses persuasive communication to win their support before rolling it out. Which EI domain is being actively utilised?
(A) Self-awareness
(B) Social Skills
(C) Empathy
(D) Self-regulation

34. Which of the following elements is a critical aspect of Social Skills in Goleman's model?
(A) Emotional self-awareness
(B) Accurate self-assessment
(C) Emotional resilience
(D) Change catalyst

35. A Principal mediates a bitter dispute between two senior teachers over timetable allocations. By

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exercises focusing on shared goals and mutual respect to bridge the divide. The Principal is applying EI to build:
(A) Distributive justice and equity
(B) Structural bureaucratic control mechanisms
(C) Relational trust and group cohesion
(D) Formal transactional rules compliance

66. Trust is the foundation of effective team building. From an EI perspective, how does a leader most effectively build trust within a school staff?
(A) Demonstrating vulnerability, transparency, and personal consistency
(B) Systematically hiding all administrative mistakes while projecting an unyielding personal aura of absolute infallibility
(C) Strictly monitoring and continuously supervising all daily staff activities through comprehensive CCTV camera surveillance
(D) Frequently offering discretionary financial bonuses, perks, and special rewards in exchange for personal staff loyalty

67. How does a lack of Empathy within a school leadership team typically manifest?
(A) Siloed departments, poor communication, and interpersonal friction
(B) Highly increased cross-departmental collaboration, open communication channels, and shared administrative decision-making
(C) Systematically higher overall academic achievement and standardized testing performance among enrolled school students
(D) Absolutely flawless, error-free maintenance and record-keeping of all institutional statutory administrative registers

68. Read the given assertion and reason carefully and select the correct option.
Assertion (A): Managing a school team requires high social skills and empathy from the Principal.
Reason (R): School teams are composed of individuals with diverse backgrounds, emotional needs, and professional motivations.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

69. In Tuckman's stages of group development (Forming, Storming, Norming, Performing), at which stage is the Principal's emotional intelligence—particularly conflict management and self-regulation—most severely tested?
(A) Forming
(B) Storming
(C) Norming
(D) Performing

70. Several tools exist to measure Emotional Intelligence. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) measures EI fundamentally as:
(A) A subjective set of self-reported personality traits and emotional behavioral preferences
(B) An innate, genetically predetermined, and completely unchangeable biological metric
(C) A quantitative measure assessing a leader's overall personal popularity among subordinates
(D) A cognitive ability measured via performance-based problem-solving tasks

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71. The Emotional and Social Competence Inventory (ESCI), co-developed by Daniel Goleman, assesses EI primarily through which methodology?
(A) Advanced physiological brain imaging techniques and diagnostic scans such as functional magnetic resonance imaging (fMRI)
(B) A 360-degree feedback mechanism involving self, peers, subordinates, and superiors
(C) A standardized, strictly timed mathematical logic, verbal comprehension, and abstract spatial reasoning examination
(D) An open-ended, unstructured diagnostic psychological interview conducted by trained clinical organizational psychologists

72. What is the most significant limitation of using self-report questionnaires to measure a Principal's Emotional Intelligence?
(A) They require exorbitant financial expenditure and budget allocations that most public educational institutions cannot afford.
(B) They mandate an excessively lengthy completion process that consumes several full working days for administrators to finish.
(C) Susceptibility to social desirability bias, leading to inflated self-ratings
(D) They cannot be interpreted accurately without specialized medical equipment and clinical laboratory analysis procedures.

organization
(B) A leader creates positivity by tuning into group feelings and directing them constructively
(C) A leader routinely delegates all operational decision-making to subordinate staff strictly to avoid taking personal leadership responsibility
(D) A leader relies exclusively on quantitative performance data and objective statistical reports when communicating with administrative staff

44. How does high Emotional Intelligence in a Principal primarily impact the school's climate?
(A) By strictly ensuring that all teaching staff work according to official timetables without any personal deviation
(B) By fostering psychological safety, trust, and a collaborative environment among staff
(C) By completely eliminating the operational need for formal conduct regulations
(D) By systematically maximizing the annual financial budget allocations received from educational authorities

45. Consider the following statements regarding the role of EI in ethical school leadership:
I. High EI leaders are more likely to recognize the emotional impact of unethical decisions on stakeholders.
II. Empathy helps leaders consider the welfare of marginalized students when drafting school policies.
III. Strong self-regulation prevents leaders from exploiting school resources for impulsive personal gains.
Which of the statements given above is/are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

46. During an instructional supervision round, a Principal finds a senior teacher using outdated pedagogical methods. Instead of publicly criticizing the teacher, the Principal arranges a private meeting, acknowledges the teacher's long service, and gently introduces the concept of modern pedagogy through a collaborative workshop. This action reflects the use of EI for:
(A) Distributed collaborative leadership
(B) Non-interventionist laissez-faire management
(C) Academic mentoring and change management
(D) Rule-based transactional leadership

47. Emotional Intelligence is critical in decision-making for a school administrator because it helps to:
(A) Completely remove all human emotion and empathy from administrative decision-making processes
(B) Make organizational decisions strictly based on whichever option makes staff members happiest
(C) Routinely bypass statutory service rules whenever they cause emotional distress to school employees
(D) Identify and mitigate emotional biases that might cloud objective judgment

48. An educational authority announces a merger of two nearby schools. The staff of both schools are highly anxious about seniority, timetable changes, and new leadership. The newly appointed Principal of the merged school prioritizes holding town-hall meetings to listen to fears, validates their concerns, and sets up a joint transition committee. Which leadership trait is most prominent here?
(A) Rigid rule-bound transactional leadership approaches
(B) Top-down, directive authoritarian leadership style
(C) Emotionally intelligent change management
(D) Formal clinical classroom supervision procedures

49. In the context of conflict management, how does 'Self-regulation' benefit a Principal mediating a dispute between two staff members?
(A) It allows the Principal to authoritatively dictate a unilateral solution without needing to listen to either party involved.
(B) It prevents taking sides due to favouritism or becoming emotionally triggered by arguments.
(C) It enables the Principal to immediately initiate statutory procedures to dismiss both conflicting employees under service rules.
(D) It helps the Principal to completely withdraw from the conflict and leave the staff members to resolve it entirely by themselves.

50. Consider the following conflict resolution strategies:
I. Aggressively shutting down the conversation

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to maintain order
II. Actively listening to understand the underlying emotional needs of both parties
III. Validating the feelings of the individuals involved without necessarily agreeing with their actions
IV. Ignoring the emotional tone and focusing strictly on the literal words spoken

Which of the strategies above represent an emotionally intelligent approach to conflict management?
(A) I and IV
(B) II and III
(C) I, II and III
(D) II, III and IV

51. The Thomas-Kilmann Conflict Mode Instrument identifies 'Collaborating' as a conflict resolution style. To execute a collaborating style successfully, which emotional intelligence competencies are most essential?
(A) High empathy and high social skills
(B) High self-regulation and low empathy
(C) Low social skills and high intrinsic motivation
(D) High cognitive intelligence and low self-awareness

52. When dealing with a "toxic" employee who frequently spreads negativity in the staff room, an emotionally intelligent Principal would most likely:
(A) Publicly reprimand and shame the employee during general staff meetings to set a strong deterrent example for all colleagues
(B) Immediately initiate administrative transfer proceedings against the employee without conducting any prior exploratory conversation
(C) Apply self-awareness, empathy for root causes, and social skills to set boundaries
(D) Completely ignore the disruptive toxic behaviour in order to systematically avoid engaging in an uncomfortable personal confrontation

53. De-escalation is a critical skill in conflict management. An emotionally intelligent technique for de-escalating a highly emotional confrontation with an angry parent is:
(A) Using a calm, regulated tone and reflecting back their concerns
(B) Aggressively matching their loud volume and confrontational tone to firmly assert official authority
(C) Quoting statutory sections of education acts and regulations to conclusively prove them wrong
(D) Immediately walking away and refusing to speak until they submit a formal written complaint

54. A Principal utilizes "Win-Win" negotiation to resolve a resource allocation conflict between the Science and Sports departments. This approach is most closely linked to which EI characteristic?
(A) Personal Emotional Self-awareness
(B) Impulse Control and Self-regulation
(C) Internal and Extrinsic Motivation
(D) Empathy and Relationship Management

55. Read the given assertion and reason carefully and select the correct option.
Assertion (A): High emotional intelligence in a leader effectively eliminates all instances of conflict within a school organisation.
Reason (R): Emotionally intelligent leaders suppress differing opinions to maintain a harmonious work environment.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

56. Stress management for school leaders is heavily dependent on Emotional Intelligence. Which EI component allows a leader to recognize early physiological signs of stress (like a tight jaw or shallow breathing) before they lead to burnout?
(A) Social awareness
(B) Relationship management
(C) Self-awareness
(D) Empathy

57. Emotion-focused coping is a stress management strategy that involves:
(A) Systematically altering or eliminating the primary external environment that is causing organizational stress
(B) Permanently delegating all high-pressure and stressful administrative tasks to subordinate teachers
(C) Completely ignoring the underlying environmental stressor in hopes that it disappears on its own
(D) Regulating the internal emotional distress associated with a stressful situation

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58. The phenomenon where a Principal's high anxiety and stress levels unconsciously spread to the teachers and administrative staff is known in EI literature as:
(A) Emotional contagion
(B) Emotional resilience
(C) Cognitive dissonance
(D) Groupthink

59. Which of the following is a proactive strategy rooted in Emotional Intelligence to prevent leader burnout?
(A) Consistently working 14-hour days to ensure that all administrative files are cleared without delay
(B) Building a support network and practicing self-compassion during setbacks
(C) Deliberately suppressing feelings of physical exhaustion to project an infallible image to school staff
(D) Frequently taking unapproved casual leaves whenever administrative pressures become overwhelming

60. During the peak of examination preparations, teachers are highly stressed and anxious. The Principal starts holding 10-minute morning check-ins focused solely on staff well-being, providing positive reinforcement and listening to their concerns. The Principal is using EI to foster:
(A) Academic rigour and formal examination standards
(B) Psychological resilience and a supportive climate
(C) Non-interventionist laissez-faire administrative management
(D) Strict vigilance and surveillance over examination processes

61. Mindfulness practices are frequently recommended in leadership development programs primarily because they directly enhance which two EI components?
(A) Self-awareness and Self-regulation
(B) Intrinsic motivation and Social skills
(C) Empathy and Organisational awareness
(D) Extrinsic motivation and Relationship management

62. Which of the following is an example of an emotionally intelligent response to acute administrative stress (e.g., a sudden budget cut)?
(A) Openly accusing and publicly blaming the educational administration for financial mismanagement during a general assembly of the entire school staff
(B) Unilaterally and immediately cancelling all student extracurricular activities without engaging in prior consultation with school committees or teaching staff
(C) Recognizing frustration, pausing to regulate emotion, and planning collaboratively
(D) Publicly denying that the administrative budget cut will have any negative operational or educational impact whatsoever on the school community

63. Emotional Intelligence plays a vital role in team building by fostering 'Psychological Safety'. Psychological safety in a school team is best defined as:
(A) Comprehensive physical safety measures and campus security provided continuously by hired school security personnel
(B) An absolute statutory guarantee that no teaching or non-teaching staff member will ever face transfer or termination
(C) An institutional guarantee that all subordinate team members will consistently agree with every decision of the Principal
(D) A shared belief that the team is safe for interpersonal risk-taking without fear of humiliation

64. When building cross-functional teams (e.g., a committee comprising senior teachers, junior teachers, and administrative staff for an annual event), group emotional intelligence is critical. What is the primary indicator of high group emotional intelligence?
(A) The group successfully finishes its assigned task in record operational time by deliberately bypassing detailed discussions
(B) The group completely defers all decision-making responsibility directly to the highest-ranking administrative member present
(C) The group develops norms supporting emotional awareness and regulation among members
(D) The group relies exclusively and strictly on formal written administrative memos for all internal operational communication

65. A newly constituted School Management Committee (SMC) is experiencing severe friction between parent representatives and teacher representatives. The Principal uses team-building

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finding common ground, de-escalating tensions, and guiding them toward a mutually acceptable solution, the Principal is demonstrating proficiency in:
(A) Conflict management
(B) Self-regulation
(C) Intrinsic motivation
(D) Cognitive empathy

36. Which statement accurately captures the relationship between empathy and social skills in the context of leadership?
(A) Empathy is primarily the outward ability to communicate, whereas social skills represent internal emotional impulse control.
(B) Social skills are foundational personal prerequisites that must be mastered in order to systematically develop empathy.
(C) Empathy provides emotional understanding of others, essential for applying social skills.
(D) Empathy and social skills are entirely independent personal constructs that never interact within organizational settings.

37. When comparing Emotional Intelligence (EI) with Intelligence Quotient (IQ) in the context of leadership success, current research suggests that:
(A) IQ is a baseline entry requirement, while EI distinguishes top leadership.
(B) IQ serves as the sole defining determinant of exceptional leadership capability across all organizational sectors.
(C) EI is fundamentally genetically inherited at birth, whereas IQ can be continuously developed through formal training.
(D) IQ and EI are strongly inversely correlated, meaning that high IQ leaders consistently possess low emotional intelligence.

38. According to Daniel Goleman, what percentage of the difference between average and star performers in senior leadership roles is attributable to emotional intelligence factors rather than cognitive abilities?
(A) Roughly 10-15%
(B) Roughly 30-40%
(C) Roughly 50-60%
(D) Roughly 80-90%

39. Which of the following represents a fundamental difference in malleability between IQ and EI?
(A) IQ can be significantly increased through continuous adult training, whereas emotional intelligence is biologically fixed at birth.
(B) EI can be learned and improved throughout life, while IQ remains relatively stable.
(C) Both IQ and EI cognitive structures become completely static, permanent, and unchangeable by the time a person reaches age 15.
(D) IQ levels fluctuate significantly on a daily basis depending on personal mood, whereas emotional intelligence remains static.

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40. Read the given assertion and reason carefully and select the correct option.
Assertion (A): High Emotional Intelligence guarantees high academic and cognitive proficiency in educational administrators.
Reason (R): Emotional Intelligence and General Cognitive Intelligence (IQ) are measured by the exact same neurological pathways in the neocortex.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

41. A Head of School with a brilliant academic record and exceptional mastery of financial rules repeatedly faces staff strikes and high teacher turnover due to their abrasive communication style. This scenario best illustrates:
(A) High IQ and High EI
(B) Low IQ and High EI
(C) Low IQ and Low EI
(D) High IQ and Low EI

42. Neuroscientifically, Emotional Intelligence is heavily reliant on the functioning of which part of the brain, responsible for processing emotions?
(A) The Limbic System (particularly the Amygdala)
(B) The Medulla Oblongata within the primary brainstem structure
(C) The Cerebellum located at the posterior base of the brain
(D) The Occipital Lobe responsible for primary visual processing

43. "Resonant leadership," a concept derived from emotional intelligence theory, occurs when:
(A) A leader systematically utilizes fear and strict administrative compliance to resonate formal authority across the entire school

73. Reuven Bar-On developed one of the widely used tools for measuring EI, known as the EQ-i. His model is generally classified as a:
(A) Pure cognitive ability model focused on emotional problem solving
(B) Pure cognitive intelligence model derived from standard mental metrics
(C) Physiological and biological neural measurement model of emotion
(D) Mixed model of emotional and social intelligence

74. Consider the following assessment scenarios:
I. A Principal takes a self-assessment questionnaire to identify their conflict style.
II. A Principal receives anonymised feedback from teachers regarding their listening skills.
III. A Principal's emotional reactions are observed during a simulated crisis management exercise.
Which of the above are valid methods used in leadership development to assess emotional intelligence competencies?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

75. Read the given assertion and reason carefully and select the correct option.
Assertion (A): 360-degree feedback is considered highly effective for measuring leadership Emotional Intelligence.
Reason (R): It highlights the blind spots between a leader's self-perception and the actual impact of their behaviour on others.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

76. When developing Emotional Intelligence in school leaders, the concept of "neuroplasticity" is fundamentally important because it implies that:
(A) Neural emotional circuitry becomes completely static and permanently fixed by early childhood, making subsequent adult behavioral change impossible
(B) The brain forms new neural connections, allowing EI competencies to be learned through practice
(C) Developing emotional intelligence competencies is neurobiologically restricted exclusively to individuals who already possess exceptionally high cognitive IQ scores
(D) Experiencing acute workplace emotional trauma leads to neurobiological degeneration that permanently destroys all underlying leadership capabilities

NODIA

77. Which of the following is considered the most effective strategy for a Principal to consciously develop their empathy skills?
(A) Practising active, non-judgmental listening during interactions
(B) Rigorously reading institutional administrative rulebooks, service regulations, and official regulatory notifications
(C) Speaking significantly more frequently during all general staff meetings in order to continuously assert official authority
(D) Systematically avoiding personal face-to-face interactions with underperforming or difficult teaching and administrative staff

78. A Principal engages an executive coach. The coach asks the Principal to record their immediate emotional reactions to stressful events over a week and analyse the triggers. What specific EI component is this strategy designed to develop?
(A) Social skills
(B) Empathy
(C) Self-awareness
(D) Extrinsic motivation

79. Mentoring and coaching are powerful tools for EI development. An emotionally intelligent mentor focuses primarily on:
(A) Immediately providing direct, prescriptive administrative solutions to every daily operational problem that the mentee encounters
(B) Continuously evaluating and assessing the mentee's performance specifically to identify grounds for punitive disciplinary action
(C) Unilaterally dictating every single step and milestone of the mentee's future professional career path within the organisation
(D) Facilitating self-discovery and navigating emotional barriers

80. Role-playing is a common pedagogical technique in EI training for administrators. What is its primary psychological benefit?

organizational factors when making balanced, human-centered administrative decisions.

28. (B) Cognitive empathy
Cognitive empathy, often referred to as perspective-taking, is the intellectual ability to comprehend another person's thought processes, viewpoint, and mental state without necessarily sharing their emotional feelings. This capability allows school administrators to analyze situations objectively, anticipate stakeholder reactions, and communicate persuasively during negotiations and policy implementation.

29. (A) Empathy
Remembering personal past struggles, recognizing a colleague's current emotional state, and offering supportive mentorship reflects empathy. By stepping into the struggling teacher's perspective, the administrator responds with understanding rather than punitive action, fostering a supportive professional growth environment that builds confidence and improves instructional quality.

30. (C) Personal achievement drive
The empathy domain of emotional intelligence includes sub-competencies such as understanding others, developing others, leveraging organizational diversity, and political or organizational awareness. Personal achievement drive, however, is categorized strictly under the internal motivation domain, as it reflects self-directed performance standards rather than understanding external interpersonal dynamics.

31. (D) Reading emotional currents, power dynamics, and political realities within the school
Organizational awareness, an essential component of social awareness and empathy, involves the ability to read emotional currents, informal power networks, and political realities within an institution. This enables educational leaders to understand group dynamics, anticipate structural resistance, and navigate institutional politics effectively when introducing policies and managing change.

32. (C) Managing relationships to move people in desired directions
Social skills represent the culmination of emotional intelligence competencies, focusing on managing relationships effectively to guide and influence people toward shared organizational goals. Leaders with strong social skills build broad networks, communicate persuasively, manage conflicts constructively, and inspire collaborative effort across the school community.

33. (B) Social Skills
Building coalitions, identifying key influencers, and utilizing persuasive communication to build consensus before launching a new initiative are expressions of social skills. This domain allows educational leaders to influence organizational culture, overcome structural resistance, and guide collaborative action effectively through intentional relationship management strategies.

34. (D) Change catalyst
Being a change catalyst is a critical sub-competency within the social skills domain of Goleman's model. Leaders acting as change catalysts recognize the need for organizational change, challenge the status quo, build support networks, and lead transformation efforts by managing interpersonal relationships and persuasive communication effectively.

35. (A) Conflict management
Conflict management is a primary sub-competency of social skills in emotional intelligence. Resolving disputes by finding common ground, de-escalating emotional tensions, and guiding parties toward mutually agreeable solutions enables administrators to maintain staff harmony, protect professional working relationships, and sustain a positive organizational culture.

36. (C) Empathy provides emotional understanding of others, essential for applying social skills.
Empathy and social skills are closely linked within social competence. Empathy provides the underlying emotional insight and understanding of others' perspectives, needs, and feelings. This understanding serves as the foundation for applying social skills effectively, enabling leaders to communicate, negotiate, influence, and manage relationships with genuine context awareness.

37. (A) IQ is a baseline entry requirement, while EI distinguishes top leadership.
Research indicates that general intelligence (IQ) functions as a threshold requirement for obtaining leadership roles. However, emotional intelligence is the primary distinguishing factor that sets top-

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(D) Financial accountability

88. A senior teacher has been underperforming and showing signs of extreme apathy. An emotionally intelligent Head of School would initially approach this by:
(A) Immediately issuing a formal statutory Show Cause Notice for dereliction of duty and official misconduct
(B) Unilaterally reassigning and demoting the senior teacher to handle lower primary or junior level classes
(C) Having a private conversation to check for personal issues or burnout
(D) Completely ignoring the underperformance and detachment to systematically avoid engaging in personal confrontation

89. During a school excursion, a minor accident occurs where a student is lightly injured. The parents are panicked and demanding action. The Principal remains composed, communicates transparently with the parents, assures them of the safety protocols followed, and provides a clear medical update without being defensive. Which two EI components are most visible here?
(A) Intrinsic motivation and Extrinsic motivation
(B) Cognitive IQ and Self-awareness
(C) Self-awareness and Motivation
(D) Self-regulation and Relationship management

90. Two teachers are engaged in a heated argument in the staff room over shared resources, leading to a toxic atmosphere. The Principal calls them in, allows each to speak without interruption, acknowledges their frustrations, and guides them to establish a shared resource protocol. The Principal's intervention is an example of applying EI to:
(A) Conflict resolution and mediation
(B) Clinical instructional supervision methods
(C) Formal statutory disciplinary proceedings
(D) Collaborative academic mentoring practices

91. An educational authority mandates a shift to a completely digital attendance and grading system. Many older teachers are resistant and stressed. The Principal, rather than merely forwarding the circular, holds a meeting, acknowledges the anxiety surrounding technology, and pairs tech-savvy young teachers with older staff for peer mentoring. This scenario best demonstrates:
(A) Insubordination to the educational authority
(B) Empathy-driven change management
(C) Violation of service rules
(D) Laissez-faire leadership

92. After a highly successful Annual Day function, the Principal ensures that every staff member, from senior teachers to the support staff, is personally thanked and recognized for their specific contributions. This action primarily reinforces:
(A) Group emotional bonding and motivation
(B) Personal emotional self-regulation capacities
(C) Advanced cognitive empathy and perspective-taking
(D) Comprehensive personal self-awareness traits

93. A newly appointed Principal observes that the school culture is highly punitive; teachers fear making mistakes and hide student failures. To transform this into a learning culture, the Principal must first deploy which EI competency?
(A) Empathy for root causes and Social Skills for psychological safety
(B) Rigid and unyielding administrative enforcement of statutory conduct rules across all school cadres
(C) Internal self-regulation strictly utilized to mask personal administrative disappointment and frustration from staff
(D) Personal intrinsic motivation driving the principal to work significantly longer hours in complete isolation

94. "Emotional hijacking" in a leadership context often leads to poor decision-making. Which of the following is the most effective immediate countermeasure a leader can use when they feel an emotional hijack beginning?
(A) Immediately composing and sending an aggressive electronic mail message to express acute personal anger and frustration
(B) Openly shouting and venting verbally at subordinate staff members to release immediate internal emotional pressure
(C) Taking a strategic pause to allow the neocortex to re-engage
(D) Making an immediate, irreversible administrative decision instantly simply to get the uncomfortable situation over with

95. Consider the following statements regarding the application of EI in teacher appraisal:
I. Emotionally intelligent appraisals focus purely on past failures.

NODIA

47. (D) Identify and mitigate emotional biases that might cloud objective judgment
Emotional intelligence enhances administrative decision-making by enabling leaders to identify and mitigate personal emotional biases, frustration, or fear that could cloud judgment. Rather than eliminating emotion entirely, emotionally intelligent leaders evaluate emotional data alongside facts to make balanced, well-considered, and objective decisions for the school community.

48. (C) Emotionally intelligent change management
Managing an institutional merger by conducting open meetings, acknowledging employee anxieties, and establishing joint transition committees exemplifies emotionally intelligent change management. Prioritizing social awareness and empathetic communication helps alleviate staff anxiety, builds relational trust, and facilitates smooth organizational integration during periods of significant institutional reform.

49. (B) It prevents taking sides due to favouritism or becoming emotionally triggered by arguments.
Self-regulation is vital during conflict mediation because it enables an administrator to remain objective, calm, and emotionally balanced. By controlling personal biases and resisting emotional triggers during heated discussions, a leader can evaluate disputes impartially without showing favoritism or making reactive decisions that could compromise justice.

50. (B) II and III
An emotionally intelligent approach to conflict management involves actively listening to understand underlying emotional needs and validating individuals' feelings without necessarily endorsing improper actions. Conversely, aggressively shutting down communication or ignoring emotional dynamics escalates hostility, damages trust, and prevents constructive, long-term resolution of organizational conflicts.

51. (A) High empathy and high social skills
The collaborating style of conflict resolution aims to satisfy the underlying concerns of all involved parties through joint problem-solving. Achieving this requires high empathy to truly grasp diverse perspectives and advanced social skills to facilitate open communication, build consensus, and negotiate sustainable, mutually beneficial outcomes.

52. (C) Apply self-awareness, empathy for root causes, and social skills to set boundaries
Addressing negative employee behavior constructively requires balancing empathy with firm leadership. An emotionally intelligent principal uses self-awareness to stay calm, applies empathy to understand root causes of discontent, and uses social skills to set clear professional boundaries, addressing toxic conduct productively without escalating workplace conflict.

53. (A) Using a calm, regulated tone and reflecting back their concerns
De-escalating an emotional confrontation requires steady self-regulation and active communication techniques. Maintaining a calm, regulated voice tone and reflecting back the parent's concerns demonstrates empathy and attentiveness. This approach reduces emotional intensity, establishes psychological safety, and transitions the interaction from an emotional confrontation toward constructive dialogue.

54. (D) Empathy and Relationship Management
Achieving win-win negotiation outcomes during resource disputes requires high empathy and relationship management. Empathy enables the leader to understand the specific priorities and concerns of each department, while relationship management provides the interpersonal skills needed to negotiate, bridge differences, and align competing interests around shared organizational goals.

55. (D) A is false but R is true
Emotional intelligence does not eliminate institutional conflict, as differing opinions are natural in complex organizations. Rather than suppressing disagreement to maintain artificial harmony, emotionally intelligent leaders facilitate healthy dialogue and resolve disputes constructively. Suppressing feedback creates hidden resentment, whereas constructive conflict resolution utilizes diverse perspectives productively.

56. (C) Self-awareness
Recognizing early physiological and psychological signs of stress, such as muscle tension or shallow breathing, depends directly on emotional self-awareness. By maintaining continuous awareness of internal physical and emotional states, school leaders can identify stress triggers early, enabling

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ANSWERS

1. (B) Peter Salovey and John Mayer
Emotional Intelligence was first formally conceptualized and defined in academic literature in 1990 by researchers Peter Salovey and John Mayer. They described it as a subset of social intelligence that involves the ability to monitor one's own and others' feelings, discriminate among them, and use this information to guide thinking and actions effectively.

2. (D) The ability to perceive, control, and evaluate emotions in oneself and others to guide thinking and action
In educational management, emotional intelligence is defined as the ability to perceive, control, and evaluate emotions in oneself and others to guide thinking and action. This framework enables educational leaders to manage stress, foster positive relationships, navigate interpersonal dynamics, and create a supportive organizational climate that enhances institutional efficiency and learning outcomes.

3. (A) The capacity to navigate interpersonal dynamics and self-regulate impulses
Unlike standard cognitive intelligence, which measures analytical, mathematical, and spatial abilities, emotional intelligence focuses on interpersonal and intrapersonal competencies. It uniquely encompasses the capacity to navigate complex interpersonal dynamics, demonstrate empathy, understand emotional cues, and self-regulate behavioral impulses, enabling leaders to manage organizational relationships effectively and foster positive workplace environments.

4. (C) Mayer and Salovey's Ability Model
Mayer and Salovey's Ability Model conceptualizes emotional intelligence strictly as a standard set of cognitive mental abilities rather than a combination of personality traits. It assesses four interconnected branches: perceiving emotions, using emotions to facilitate thought, understanding emotional complexity, and managing emotions, treating emotional capability as an information-processing ability.

5. (A) By helping the Head anticipate staff anxieties and communicate changes with empathy
High emotional intelligence allows a school leader to navigate administrative challenges by understanding stakeholder perspectives. When implementing controversial policies, an emotionally intelligent Head of School anticipates staff anxieties, demonstrates empathy, addresses fears constructively, and communicates transparently. This approach reduces institutional resistance, builds trust, and fosters collaborative problem-solving across the school community.

NODIA

6. (D) Fluid intelligence
Daniel Goleman's original mixed model of emotional intelligence outlines five core constructs: self-awareness, self-regulation, intrinsic motivation, empathy, and social skills. Fluid intelligence is a cognitive concept referring to logical reasoning and problem-solving abilities independent of acquired knowledge, making it a dimension of general cognitive capability rather than emotional intelligence.

7. (B) Empathy and interpersonal relationship management
Goleman's framework categorizes emotional intelligence into personal competence and social competence. Personal competence focuses on managing oneself through self-awareness, self-regulation, and motivation. Social competence determines how individuals handle relationships and encompasses empathy, organizational awareness, and interpersonal relationship management, allowing leaders to understand external perspectives and manage social dynamics effectively.

8. (C) Social skills
Social skills involve managing relationships effectively to move people in desired directions and foster open communication. By intentionally stepping back, asking open-ended questions, and actively validating differing viewpoints, a school leader creates a collaborative environment, de-escalates hesitation, builds relational trust, and demonstrates proficient social leadership within the organizational setting.

II. High EI principals use appraisals as a developmental tool rather than just a judgmental one.
III. Empathy during appraisal interviews helps in delivering constructive feedback without causing defensiveness.

Which of the statements given above are correct?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

96. Which of the following leadership styles, heavily reliant on emotional intelligence, aims to inspire and motivate followers to achieve higher levels of performance by altering their underlying values and attitudes?
(A) Rule-bound transactional leadership
(B) Strict top-down autocratic leadership
(C) Transformational leadership
(D) Non-interventionist laissez-faire leadership

97. In applying emotional intelligence to distributed leadership in a school, a Principal must:
(A) Completely centralise all emotional authority and administrative decision-making strictly within the principal's office
(B) Trust the emotional maturity and capabilities of teacher leaders
(C) Continuously monitor, log, and audit every interpersonal emotional interaction occurring between school staff members
(D) Rigorously assign operational tasks exclusively based on official seniority, without regard for emotional competence

98. A Principal realizes during a meeting that their tone has become excessively harsh, causing the staff to withdraw. The Principal stops, apologizes for the tone, and explains that they are feeling pressured by an impending audit, before resetting the meeting's tone. This is a masterclass in:
(A) Administrative lack of professionalism and conduct
(B) Rigid top-down authoritarian control mechanisms
(C) Deliberate avoidance of executive responsibility
(D) Self-awareness and Self-regulation

99. The concept of "Managing Up" (managing one's relationship with administrative superiors) requires high EI. Which behavior demonstrates effective managing up using EI?
(A) Understanding pressures and communicating proactively
(B) Constantly bypassing the immediate administrative superior to communicate directly with higher authorities
(C) Systematically hiding all operational school problems, lapses, and audit objections from the supervisory officer
(D) Unconditionally agreeing with every directive the superior issues, even when it directly violates statutory service rules

100. Ultimately, the integration of Emotional Intelligence into school leadership and management is aimed at achieving which primary overarching goal?
(A) Absolutely ensuring that the school Principal never encounters or experiences any form of personal job-related stress
(B) Completely eliminating the operational requirement for formal administrative structures, statutory policies, and service rules
(C) Fostering a school climate for student development and well-being
(D) Successfully winning personal popularity contests among members of the student body and parent-teacher association

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high self-regulation. By managing immediate emotional impulses of humiliation or frustration, the administrator maintains professional decorum, avoids emotional escalation, and strategically delays institutional action until constructive, systematic problem-solving can occur in an objective and emotionally controlled manner.

19. (A) Adaptability
Adaptability is a key sub-competency within the self-regulation domain of emotional intelligence. It reflects a leader's ability to remain flexible, fluid, and emotionally stable when facing changing circumstances, unpredictable organizational challenges, or ambiguous situations, allowing administrators to adjust strategies without being overwhelmed by stress or rigid emotional responses.

20. (A) I, II and IV
Leaders with high self-regulation exhibit trustworthiness, ethical integrity, comfort with ambiguity, and the ability to suspend judgment and reflect before acting. Sudden emotional outbursts, conversely, indicate a lack of emotional self-control. Demonstrating emotional stability and impulse control creates a predictable, stable environment that fosters institutional trust and effective leadership.

21. (A) Self-awareness is recognizing one's emotions, while self-regulation is controlling them.
Self-awareness and self-regulation are complementary yet distinct components of personal competence. Self-awareness involves recognizing, identifying, and understanding one's own emotions, values, and impacts in real time. Self-regulation builds upon this foundation by actively controlling, managing, and redirecting disruptive emotional impulses, ensuring that subsequent behaviors remain constructive and aligned with goals.

22. (D) The internal passion and drive to achieve standards of excellence for the sake of achievement itself
Within the emotional intelligence framework, motivation as a personal competence refers to intrinsic motivation. It is defined as an internal passion and compelling drive to accomplish goals, overcome obstacles, and pursue high standards of excellence for the personal satisfaction of achievement, rather than relying strictly on external monetary rewards or status.

23. (B) Intrinsic motivation
Volunteering time and effort to improve educational materials without seeking monetary compensation or formal external recognition is driven by intrinsic motivation. This internal drive stems from personal values, passion for teaching, and a genuine commitment to student success, representing a key aspect of emotional intelligence in educational professionals.

24. (C) Optimism and resilience despite setbacks
In Daniel Goleman's emotional intelligence framework, optimism and resilience are central sub-competencies of the motivation domain. Optimism enables educational leaders to view setbacks as manageable challenges rather than permanent failures, sustaining energy, enthusiasm, and persistence in pursuit of institutional goals despite obstacles and operational administrative pressures.

25. (C) A is true but R is false
Emotionally intelligent leaders rely heavily on intrinsic motivation to sustain high performance, maintain resilience, and inspire organizational improvement over long periods. While external rewards like salary and promotions remain relevant and effective in public education, intrinsic commitment provides the primary internal energy required to overcome institutional setbacks and drive excellence.

26. (A) Strives to improve or meet a standard of excellence
A strong achievement drive, as a core competency of emotional intelligence motivation, manifests when a leader continuously strives to improve personal and organizational performance to meet high standards of excellence. This drive encourages setting challenging goals, seeking continuous feedback, and taking calculated risks to advance institutional quality and effectiveness.

NODIA

27. (B) Understanding others' emotional makeup and treating them accordingly
Empathy in administrative leadership is the capacity to understand the emotional makeup of staff members and treat them according to their needs. It does not imply unconditional agreement or lowering professional standards, but rather involves considering employees' feelings alongside

9. (D) Self-awareness
In Daniel Goleman's emotional intelligence framework, accurate self-assessment and self-confidence are core sub-competencies of the self-awareness domain. Self-awareness requires recognizing one's internal states, emotional triggers, strengths, and limitations. Leaders possessing high self-awareness evaluate their capabilities realistically and project genuine self-confidence when guiding institutional activities and making crucial management decisions.

10. (A) Both A and R are true and R is the correct explanation of A
Goleman's model of emotional intelligence is classified by psychologists as a mixed model because it combines cognitive abilities with non-cognitive personality traits and behavioral competencies. By integrating mental capabilities with characteristics such as optimism, persistence, integrity, and drive, the framework broadens the concept beyond pure cognitive processing into holistic personal effectiveness.

11. (B) A mismatch between how leaders perceive their behaviour and how others perceive it
A blind spot in leadership self-awareness represents a significant gap between how leaders perceive their own behaviors, intentions, and impact, and how their actions are actually perceived by staff members. Identifying and addressing these blind spots through reflection and feedback is essential for developing authentic emotional intelligence and improving administrative effectiveness.

12. (B) Recognizing how personal moods impact school climate and decision-making
High emotional self-awareness allows an educational administrator to understand their immediate emotional states and internal reactions. A direct outcome of this competence is the leader's ability to recognize how personal moods, stress levels, and emotional biases directly impact the overall school climate, interpersonal communications, and professional decision-making processes daily.

13. (A) The Johari Window
The Johari Window is a cognitive psychological framework widely utilized in leadership development to enhance self-awareness. It categorizes personal information into four quadrants based on whether traits are known or unknown to oneself and others, helping school administrators identify blind spots and expand their open arena through active feedback and self-reflection.

14. (C) Self-awareness
Journaling daily reactions to workplace challenges serves as a reflective practice designed to enhance self-awareness. By systematically reviewing emotional triggers, behavioral responses, and personal patterns, a school leader deepens their understanding of internal states, emotional habits, and cognitive biases, thereby laying a solid foundation for effective self-regulation and personal growth.

15. (C) I and III only
Self-awareness enables school leaders to recognize their personal emotional triggers and underlying biases before making critical supervisory or disciplinary decisions. It also involves an ongoing, reflective commitment to seeking feedback from colleagues. However, self-awareness alone does not guarantee automatic compliance from subordinate staff, as leadership compliance depends on broader relational factors.

16. (C) Reacting to a parent's complaint with immediate anger and defensiveness
Self-regulation involves controlling disruptive emotions and managing impulsive reactions under pressure. Reacting to a parent's complaint with immediate anger and defensiveness clearly demonstrates poor self-regulation, as it reflects an uncontrolled emotional impulse that escalates conflict rather than a measured, professional response aimed at problem resolution and constructive dialogue.

17. (B) An intense emotional reaction disproportionate to the stimulus, bypassing rational thought
The term amygdala hijack describes an immediate, overwhelming emotional reaction that occurs before the brain's rational neocortex can process information. This phenomenon triggers a sudden emotional response disproportionate to the situation, bypassing logical reasoning and potentially leading to impulsive, unproductive actions unless counteracted by developed emotional self-regulation capacities.

18. (D) Self-regulation
Remaining calm, composed, and non-defensive during a stressful inspection demonstrates

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performing leaders apart, as managing people, inspiring trust, navigating politics, and handling organizational stress require high levels of social and emotional competence.

38. (D) Roughly 80-90%
Daniel Goleman's research suggests that nearly 80 to 90 percent of the performance variance distinguishing average from outstanding senior leaders is attributable to emotional intelligence factors rather than pure cognitive abilities. While technical expertise and intelligence are necessary, soft skills ultimately dictate executive leadership success.

39. (B) EI can be learned and improved throughout life, while IQ remains relatively stable.
A major distinction between IQ and emotional intelligence lies in their developmental malleability. While standard cognitive intelligence remains relatively stable after early adulthood, emotional intelligence competencies can be continuously learned, practiced, and enhanced throughout life through intentional practice, reflection, coaching, and life experiences.

40. (D) A is false but R is true
High emotional intelligence does not guarantee high academic proficiency, as IQ and EI represent distinct psychological domains controlled by different neurological pathways. Furthermore, emotional processing primarily involves the limbic system and its connections to the prefrontal cortex, whereas pure cognitive processing is localized differently within neocortical structures.

41. (D) High IQ and Low EI
An administrator who possesses outstanding academic knowledge and administrative rule mastery but struggles continuously with abrasive communication, poor empathy, and high staff turnover exhibits high IQ combined with low emotional intelligence. Technical competence alone cannot substitute for interpersonal skills in maintaining organizational harmony and staff retention.

42. (A) The Limbic System (particularly the Amygdala)
Neuroscientifically, emotional intelligence relies heavily on the limbic system, particularly the amygdala, which plays a central role in processing emotional memories and immediate reactions. Effective emotional intelligence involves balanced neural communication between the emotional limbic structures and the executive control centers situated in the brain's prefrontal cortex.

43. (B) A leader creates positivity by tuning into group feelings and directing them constructively
Resonant leadership occurs when an administrator tunes into the feelings of group members, demonstrates genuine empathy, and guides collective emotional energy in a positive direction. This emotional alignment creates trust, enthusiasm, and shared purpose across the organization, promoting a healthy workplace climate and enhancing group performance.

44. (B) By fostering psychological safety, trust, and a collaborative environment among staff
High emotional intelligence in a school principal positively shapes organizational climate by actively fostering psychological safety, mutual trust, and a collaborative work environment. Teachers feel valued and supported, which mitigates workplace stress, encourages pedagogical innovation, enhances cooperative efforts, and ultimately improves overall institutional functioning and student outcomes.

45. (D) I, II and III
Emotional intelligence underpins ethical leadership in schools. Self-awareness and empathy help leaders evaluate the emotional impact of decisions on stakeholders and consider marginalized students' needs. Additionally, self-regulation provides impulse control, preventing leaders from abusing administrative power or misusing institutional resources, thereby reinforcing ethical standards across the school community.

46. (C) Academic mentoring and change management
Addressing outdated teaching practices through private consultation, validating experienced service, and introducing modern instructional methods via collaborative workshops illustrates emotionally intelligent academic mentoring and change management. This approach respects professional dignity, reduces defensiveness, and encourages professional development without compromising institutional instructional standards or working relationships.

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(A) It primarily provides administrators with physical activity and recreational stress relief during intensive training workshops.
(B) It ensures rapid and complete rote memorisation of statutory provisions within education acts and service regulations.
(C) Practising cognitive empathy by stepping into another stakeholder's shoes
(D) It trains administrators in sophisticated interpersonal techniques designed to fake emotional responses convincingly during crises.

81. In Richard Boyatzis's Intentional Change Theory, which is highly relevant to developing EI, the process begins with:
(A) Identifying the "Real Self" (who the leader currently is)
(B) Identifying the "Ideal Self" (who the leader wants to be)
(C) Practising new behaviours immediately
(D) Getting feedback from others

82. Emotional Intelligence plays a transformative role in the teacher-student relationship. A teacher with high EI is more likely to:
(A) Employ strict punitive measures and corporal punishment to enforce unquestioning classroom order and behavioral discipline
(B) Systematically ignoring students' emotional needs to focus exclusively and relentlessly on completing the academic syllabus
(C) Openly demonstrating favoritism towards academically gifted students possessing exceptionally high cognitive IQ scores exclusively
(D) Lowering students' affective filters to enhance learning

83. The tripartite relationship in school management involves Teachers, Students, and Parents. When a Principal deals with an irate parent regarding a student's poor performance, which EI approach is most effective?
(A) Validating anxiety, showing empathy, and co-creating solutions
(B) Immediately defending the teacher's actions without investigation while summarily dismissing all of the parent's expressed concerns
(C) Placing complete responsibility and blame on the student's personal lack of effort and poor attitude toward academic studies
(D) Categorically refusing to meet with the parent unless they obtain prior formal written permission from higher educational authorities

84. Consider the following actions by a Principal:
I. Mandating that teachers leave their personal problems at the school gate.
II. Establishing peer-support groups for teachers to discuss classroom challenges.
III. Incorporating socio-emotional learning (SEL) goals into the school improvement plan.
Which of the above actions promote an emotionally literate school culture?
(A) I and II only
(B) II and III only
(C) I and III only
(D) I, II and III

85. Read the given assertion and reason carefully and select the correct option.
Assertion (A): High Emotional Intelligence in teachers directly correlates with lower levels of classroom indiscipline.
Reason (R): Emotionally intelligent teachers can proactively identify student frustration and adapt their instructional strategies before disruptive behaviour occurs.
(A) Both A and R are true and R is the correct explanation of A
(B) Both A and R are true but R is not the correct explanation of A
(C) A is true but R is false
(D) A is false but R is true

86. A parent comes to the Principal's office shouting about an allegedly unfair grade given to their child. The Principal invites the parent to sit, offers a glass of water, and says, "I can see you are very upset about your child's grade. Let's look at the assessment together." The Principal is effectively using:
(A) Strategic verbal deflection techniques
(B) Non-confrontational avoidance conflict style
(C) Authoritative emotional suppression tactics
(D) De-escalation through emotional validation

87. Emotionally intelligent communication with parents requires avoiding "jargon" and communicating with transparency. This primarily builds:
(A) Bureaucratic compliance
(B) Relational trust
(C) Institutional fear

NODIA

timely self-regulation and coping mechanisms before stress escalates into burnout.

57. (D) Regulating the internal emotional distress associated with a stressful situation
Emotion-focused coping centers on managing and regulating the internal emotional distress caused by stressful situations, particularly when external circumstances cannot be immediately altered. Practices such as mindfulness, cognitive reframing, and reflection help administrators maintain emotional stability, reduce anxiety, and retain mental clarity under demanding workplace conditions.

58. (A) Emotional contagion
Emotional contagion refers to the psychological phenomenon where a leader's emotional state—whether anxious, stressed, calm, or enthusiastic—unconsciously influences and spreads to team members. Because school administrators occupy central authority figures, their emotional tone directly shapes the workplace climate, highlighting the critical importance of conscious emotional self-regulation.

59. (B) Building a support network and practicing self-compassion during setbacks
Preventing leadership burnout requires proactive emotional self-care and resilience building. Establishing a reliable professional support network, seeking peer mentorship, and practicing self-compassion during institutional setbacks foster long-term resilience. These practices mitigate emotional exhaustion, sustain motivation, and allow school administrators to maintain steady leadership despite severe workplace pressures.

60. (B) Psychological resilience and a supportive climate
Holding regular morning check-ins to address staff concerns and offer positive reinforcement during high-stress periods fosters psychological resilience and a supportive workplace climate. Prioritizing employee well-being mitigates operational stress, strengthens relational trust, and helps educators maintain high performance and emotional balance during demanding academic phases.

61. (A) Self-awareness and Self-regulation
Mindfulness practices directly strengthen emotional self-awareness and self-regulation. By training individuals to observe their thoughts, emotions, and physical sensations non-judgmentally in the present moment, mindfulness helps leaders recognize emotional triggers early and cultivate a deliberate pause before reacting, leading to measured, balanced, and thoughtful administrative behaviors.

62. (C) Recognizing frustration, pausing to regulate emotion, and planning collaboratively
Responding to acute administrative stress in an emotionally intelligent manner involves recognizing immediate feelings of frustration, taking a deliberate pause to self-regulate, and engaging staff in collaborative problem-solving. This measured approach prevents impulsive reactions, maintains organizational stability, and encourages collective responsibility in navigating challenging resource constraints effectively.

63. (D) A shared belief that the team is safe for interpersonal risk-taking without fear of humiliation
Psychological safety in a school team refers to a shared climate of trust where members feel secure taking interpersonal risks, admitting mistakes, asking questions, and proposing innovative ideas without fear of embarrassment, rejection, or administrative punishment. Leaders build this environment using empathy, active listening, and open communication.

64. (C) The group develops norms supporting emotional awareness and regulation among members
Group emotional intelligence goes beyond individual competence, manifesting when a team establishes shared norms that actively support emotional awareness and regulation among members. These team norms encourage mutual empathy, constructive feedback, open dialogue, and collective stress management, leading to improved cross-functional collaboration, higher trust, and superior performance.

65. (C) Relational trust and group cohesion
Using team-building exercises focused on shared educational goals and mutual respect helps resolve interpersonal friction and bridge differences between stakeholders. This application of emotional intelligence cultivates relational trust and group cohesion, transforming diverse parent and teacher representatives into

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a unified committee aligned around supporting student success.

66. (A) Demonstrating vulnerability, transparency, and personal consistency
From an emotional intelligence perspective, leaders build organizational trust by demonstrating vulnerability, transparency, and behavioral consistency. Acknowledging personal mistakes, communicating openly, and acting in alignment with stated values creates an atmosphere of psychological safety, encouraging staff members to reciprocate trust and engage authentically in institutional growth.

67. (A) Siloed departments, poor communication, and interpersonal friction
A lack of empathy within leadership teams creates severe interpersonal barriers, causing departments to operate in defensive isolation. Without mutual understanding and perspective-taking, communication breaks down, misunderstandings multiply, and friction increases, leading to a fragmented work environment that severely hampers collective institutional productivity and employee morale.

68. (A) Both A and R are true and R is the correct explanation of A
Effective team management in schools requires high social skills and empathy from the leader because educational institutions consist of diverse individuals with unique background experiences, emotional needs, and professional motivations. Empathetic leadership aligns these varied perspectives, resolves interpersonal conflicts, and fosters cooperative teamwork toward shared institutional objectives.

69. (B) Storming
During the storming stage of group development, conflict, competition, and emotional friction naturally emerge as team members express differing viewpoints and push boundaries. The principal's emotional intelligence—specifically self-regulation, empathy, and conflict management—is most severely tested as they guide the group past initial hostility toward constructive collaboration.

70. (D) A cognitive ability measured via performance-based problem-solving tasks
The Mayer-Salovey-Caruso Emotional Intelligence Test evaluates emotional intelligence as a pure cognitive ability. Rather than relying on subjective self-report personality questionnaires, it utilizes objective, performance-based problem-solving tasks to measure how accurately individuals perceive, facilitate, understand, and regulate emotions across a variety of standardized scenarios.

71. (B) A 360-degree feedback mechanism involving self, peers, subordinates, and superiors
The Emotional and Social Competence Inventory utilizes a 360-degree feedback mechanism to evaluate leadership competencies. By gathering anonymized evaluations from self-ratings, peers, direct reports, and superiors, this tool provides a comprehensive multi-rater perspective on how a leader's emotional and social behaviors actually manifest in daily workplace interactions.

72. (C) Susceptibility to social desirability bias, leading to inflated self-ratings
A major limitation of self-report questionnaires for measuring emotional intelligence is their vulnerability to social desirability bias. Respondents often answer based on how they wish to be perceived rather than their actual behavior, resulting in inflated self-ratings that fail to capture blind spots or reflect real-world interpersonal performance.

73. (D) Mixed model of emotional and social intelligence
Reuven Bar-On's EQ-i framework is categorized as a mixed model of emotional and social intelligence. It combines emotional competencies with psychological drives and social personality traits, assessing dimensions such as intrapersonal skills, interpersonal effectiveness, stress management, adaptability, and general mood to evaluate overall socio-emotional effectiveness.

74. (D) I, II and III
Assessing emotional intelligence in leadership development effectively employs multiple complementary methods. Self-assessment questionnaires encourage internal reflection, anonymized 360-degree feedback from colleagues identifies operational blind spots, and simulated crisis exercises provide practical behavioral observations of emotional self-regulation under stress, offering a comprehensive evaluation of administrative competence.

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75. (A) Both A and R are true and R is the correct explanation of A
360-degree feedback is highly effective for assessing leadership emotional intelligence because it collects multi-rater perspectives from peers, subordinates, and superiors. Comparing these external observations against the leader's self-assessment reveals critical blind spots between internal self-perceptions and the actual emotional impact of the leader's day-to-day behaviors on others.

76. (B) The brain forms new neural connections, allowing EI competencies to be learned through practice
Neuroplasticity refers to the brain's capacity to reorganize itself by forming new neural pathways throughout life in response to learning and experience. In leadership development, neuroplasticity proves that emotional intelligence competencies are not biologically fixed at birth, but can be systematically learned, practiced, and strengthened over time.

77. (A) Practising active, non-judgmental listening during interactions
Practicing active, non-judgmental listening is the most direct strategy for developing empathy. By focusing fully on the speaker's words, non-verbal cues, and underlying feelings without interrupting or formulating immediate judgments, leaders develop deeper insight into others' perspectives and build stronger, more empathetic professional relationships across the school.

78. (C) Self-awareness
Recording and analyzing immediate emotional reactions and triggers during stressful situations directly enhances emotional self-awareness. This reflective practice helps leaders identify specific stressors, recognize personal emotional patterns, and understand how internal emotional states influence subsequent behaviors, forming the essential groundwork for improved self-regulation and overall leadership growth.

79. (D) Facilitating self-discovery and navigating emotional barriers
An emotionally intelligent mentor focuses on facilitating self-discovery and helping mentees navigate personal emotional barriers, rather than simply issuing administrative directives. By asking insightful questions, promoting reflective practice, and building self-awareness, the mentor empowers the mentee to develop internal coping strategies, emotional maturity, and autonomous problem-solving capabilities.

80. (C) Practising cognitive empathy by stepping into another stakeholder's shoes
Role-playing during administrative training provides a safe environment to practice cognitive empathy and perspective-taking. By stepping into the shoes of teachers, parents, or students, administrators experience different viewpoints, build awareness of emotional dynamics, and refine their interpersonal communication strategies for managing complex real-world organizational scenarios effectively.

81. (B) Identifying the "Ideal Self" (who the leader wants to be)
Richard Boyatzis's Intentional Change Theory states that sustainable personal transformation begins with discovering the "Ideal Self"—a clear vision of who the person wants to be and what they wish to accomplish. Establishing this inspiring vision creates the positive emotional energy needed to assess current capabilities and pursue continuous development.

82. (D) Lowering students' affective filters to enhance learning
A teacher with high emotional intelligence creates a safe, supportive classroom climate that lowers students' affective filters—reducing anxiety, fear, and self-doubt. When students feel emotionally secure and understood, their cognitive capacity for learning expands, leading to increased academic engagement, higher risk-taking in learning, and better educational outcomes.

83. (A) Validating anxiety, showing empathy, and co-creating solutions
Handling an irate parent effectively requires an emotionally intelligent approach centered on empathy and collaboration. Validating the parent's anxiety, listening attentively to their concerns, and co-creating constructive solutions de-escalates emotional tension, builds trust between home and school, and focuses collective energy on supporting the student's academic and emotional growth.

84. (B) II and III only
Creating an emotionally literate school culture involves establishing peer-support groups for staff to discuss professional challenges and

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integrating social-emotional learning goals into institutional planning. Conversely, forcing teachers to ignore personal feelings undermines emotional well-being, increases stress, and runs counter to principles of emotional intelligence in modern educational management.

85. (A) Both A and R are true and R is the correct explanation of A
High emotional intelligence in teachers correlates directly with lower levels of classroom indiscipline because emotionally intelligent educators recognize early indicators of student frustration, stress, or boredom. By empathetically understanding these emotional cues, teachers adapt instructional strategies and manage classroom dynamics proactively before disruptive behaviors occur in the classroom.

86. (D) De-escalation through emotional validation
Offering a calm environment, providing a glass of water, and explicitly acknowledging an upset parent's feelings demonstrates de-escalation through emotional validation. Recognizing the parent's emotional state without defensive argument diffuses anger, creates psychological safety, and establishes a cooperative foundation for objectively addressing the underlying academic assessment issue together.

87. (B) Relational trust
Communicating transparently with parents while avoiding administrative jargon demonstrates high social awareness and emotional respect. Clear, honest, and empathetic communication demystifies institutional processes, reduces parental anxiety, and builds strong relational trust, which forms the necessary foundation of effective long-term partnerships between families and school leadership.

88. (C) Having a private conversation to check for personal issues or burnout
An emotionally intelligent leader addresses teacher underperformance by initiating a compassionate, private dialogue to understand underlying causes such as personal distress or professional burnout. Showing empathy and genuine concern builds trust, allows root problems to be identified, and supports the educator in recovering motivation and performance effectively.

89. (D) Self-regulation and Relationship management
Remaining calm and composed during an emergency demonstrates self-regulation, while communicating transparently and empathetically with anxious parents highlights relationship management. Combining internal emotional composure with clear, supportive external communication enables the administrator to manage crisis situations effectively, reassure stakeholders, and preserve institutional trust under pressure.

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90. (A) Conflict resolution and mediation
Allowing conflicting teachers to express their viewpoints without interruption, validating their feelings, and guiding them to establish a shared protocol exemplifies emotional intelligence applied to conflict resolution and mediation. This process de-escalates personal animosity, restores professional communication, and creates sustainable guidelines for resource sharing within the staff.

91. (B) Empathy-driven change management
Acknowledging teachers' anxieties regarding digital transitions and pairing hesitant staff with tech-savvy peers represents empathy-driven change management. Understanding the emotional discomfort associated with new systems enables leaders to implement supportive structures that build technical confidence, reduce fear of failure, and facilitate smooth, collaborative institutional technology adoption.

92. (A) Group emotional bonding and motivation
Personally recognizing and thanking every staff member following a successful school event strengthens group emotional bonding and motivation. Expressing genuine gratitude validates individual contributions, fosters a deep sense of belonging, builds collective pride, and reinforces a positive, appreciative organizational culture that encourages ongoing professional dedication across all levels.

93. (A) Empathy for root causes and Social Skills for psychological safety
Transforming a punitive school culture into a growth-oriented environment requires deploying empathy to understand root causes of fear and social skills to establish psychological safety. When staff feel supported rather than penalized for honest mistakes, defensiveness diminishes, leading to open communication, innovation,

and continuous professional learning across the school.

94. (C) Taking a strategic pause to allow the neocortex to re-engage
When experiencing an emotional hijack, taking a strategic pause provides necessary time for the brain's rational neocortex to regain control over immediate limbic impulses. This brief delay interrupts automatic emotional reactions, allowing the administrator to process information logically, regulate stress, and respond thoughtfully rather than impulsively during critical situations.

95. (B) II and III only
Emotionally intelligent performance appraisals focus on continuous professional development rather than purely judgmental evaluations. Delivering feedback with empathy allows administrators to address areas for improvement constructively, reducing teacher defensiveness and fostering a supportive dialogue that encourages goal setting, skill enhancement, and ongoing instructional growth across the school.

96. (C) Transformational leadership
Transformational leadership relies heavily on emotional intelligence to inspire, motivate, and elevate followers toward shared institutional visions. Transformational leaders connect with teachers on an emotional level, understand personal aspirations, challenge standard practices, and cultivate intrinsic commitment, driving meaningful organizational renewal and long-term performance improvement across the school.

97. (B) Trust the emotional maturity and capabilities of teacher leaders
Implementing distributed leadership effectively requires principals to trust the emotional maturity and professional capabilities of teacher leaders. Empowering teachers to take ownership of institutional initiatives involves delegating genuine decision-making authority, fostering psychological safety, and providing empathetic support, thereby building distributed leadership capacity across the entire school community.

98. (D) Self-awareness and Self-regulation
Recognizing an overly harsh tone during a meeting demonstrates self-awareness, while pausing, apologizing, explaining the underlying administrative pressure, and resetting the meeting tone exhibits self-regulation. This transparent emotional recovery models personal accountability, repairs social rapport, and maintains psychological safety within the team despite high organizational stress.

99. (A) Understanding pressures and communicating proactively
Managing up effectively requires emotional intelligence to understand the pressures, constraints, and priorities of senior administrative superiors. Proactive communication, empathetic insight into supervisory needs, and delivering reliable, timely updates build professional trust, align institutional goals, and foster productive working relationships with higher educational authorities across the system.

100. (C) Fostering a school climate for student development and well-being
Integrating emotional intelligence into school leadership ultimately aims to foster a positive, supportive organizational climate that prioritizes student development and overall well-being. Emotionally intelligent leadership creates an environment of trust, collaboration, and emotional stability, empowering teachers and directly enhancing the holistic educational experience for all students.

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